



**Proposal to the U.S. Department of  
Education Office of Innovation &  
Improvement**

**Promise Neighborhoods Implementation  
Grant**

**Newark, New Jersey**

**September 5, 2017**

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## INTRODUCTION: FY2017 Promise Neighborhood Program Grant Priorities

### Background

The South Ward Children's Alliance (SWCA) is a 501(c)(3) located in the South Ward of Newark, NJ. Our mission is to dramatically improve the trajectory of children's lives, making it possible for them to succeed to and through college and career. SWCA was founded by Teach For America (TFA) alumnus, Dominique Lee. While teaching high school in Newark, Mr. Lee decided that he could not accept another paycheck while children graduated with little academic preparation for college and career. With permission from Newark Public Schools, and support from a federal School Improvement Grant, Mr. Lee founded a nonprofit education management organization, BRICK (Building Responsible Intelligent Creative Kids) with other TFA alumni to restart and manage the second lowest performing district elementary school in the State of New Jersey and the lowest performing school in the City of Newark. By focusing on intensive coaching of teachers and individualized education plans known as "BRICK Plans" for each child, the team made remarkable progress. Yet, after five-plus years and the addition of another school, BRICK founders recognized that additional academic progress could only be gained if students had both excellent teachers and nonacademic supports to address life circumstances that affect the well-being of the children and families they serve.

This prompted Mr. Lee to found SWCA as an affiliate organization to BRICK in 2014. He invited the leaders of all South Ward public schools both traditional and charters to join. SWCA is currently led by Executive Director, Barbara Dixon another TFA alumnae, former KIPP educational leader, and marriage and family therapist. Together our SWCAPN partners will build upon existing community assets to integrate and coordinate a two-generation continuum of high-

quality schools and programs that meet the academic, social and emotional, and health needs of children while stabilizing and empowering families to achieve self-sufficiency.

SWCA is in an excellent position to lead this collaborative action network due to our experience, management capacity and standing within the community. SWCAPN partners began planning to establish a collective impact strategy for the South Ward well before the U.S. Department of Education announced that additional Promise Neighborhood Implementation grants would be offered. We see this work as essential to our mission, and therefore, we intend to pursue the solutions found herein – no matter the outcome of this proposal submission. However, should we receive a five-year Promise Neighborhood Program implementation grant from the U.S. Department of Education in the amount of \$29,621.159.85 million, these much needed funds will enable us to amplify outcomes, significantly advance our pace of execution, and accelerate and deepen our impact on the lives of children and families served. Leveraging the collective impact of parents, students, local community-based organizations, government agencies, health and human service agencies, K-12 schools, and postsecondary institutions; we are laser-focused on achieving higher outcomes for the South Ward's children and youth. This proposal details our cradle-through-career continuum of services and supports.

### **Absolute Priorities**

The SWCA Promise Neighborhood (PN) meets the following priorities as described below:

**Absolute Priority 1: PN's in Non-Rural and Non-Tribal Communities:** The SWCAPN will serve one non-rural and non-tribal community. Absolute Priority 1 is addressed in the narrative section entitled, *Need for the Project*.

## Competitive Preference Priorities

**Competitive Preference Priority 1: BCJI Program:** The proposed SWCAPN is located in Newark's South Ward which has been the subject of Mayor Ras Baraka's targeted strategy to address and deescalate crime. While the South Ward comprises 16.6 percent of the City's total population, 30 percent of all homicides reported in Newark in 2015<sup>1</sup> (most recent data available) occurred in the South Ward.

SWCAPN will partner with the Northwest NJ Community Action Partnership, Inc. (NORWESCAP) located in Phillipsburg (Northern New Jersey) and the Newark Community Street Team (NCST) to thwart emerging and ongoing violence and will coordinate resources in an urgent manner for more families in the South Ward of Newark particularly as it relates to their expertise from Byrne Criminal Justice Innovation Program. NORWESCAP received a Byrne Criminal Justice Innovation (BCJI) Program grant in 2016. Their mission is strengthening communities by creating opportunities that impact poverty.

NORWESCAP will work collaboratively with SWCAPN as an implementation partner to coordinate and align resources to the greatest extent possible related to reducing crime and improving community safety using their knowledge and expertise from their current BCJI programming and activities. This will include opportunities for professional development, mentoring and training so similar work can be replicated and implemented in the SWCAPN catchment area.

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<sup>1</sup>[http://www.nj.com/essex/index.ssf/2017/01/gov\\_christie\\_declares\\_opioid\\_drug\\_abuse\\_public\\_h.html](http://www.nj.com/essex/index.ssf/2017/01/gov_christie_declares_opioid_drug_abuse_public_h.html)

To complement NORWESCAP's efforts, our local partner – Newark Community Street Team (NCST) will also participate in community walks, visit schools during morning and afternoon transition periods to disperse and break-up street activity, talk to/mentor at-risk youth, and provide young adults (ages 18-30) with life skills and strategies to avoid confrontation.

NCST was launched in 2015 by Newark's Mayor, Ras Baraka. The Team is comprised of 16 members considered to be best-suited to connect with young people. Some are ex-gang members, and others include men returning home from prison. NCST work is consistent with BCJI's goal to reduce crime and improve community safety, and is part of a comprehensive strategy to rebuild and spur revitalization in Newark's South and West Wards where hot spots for violent and serious crime exist.

The MOU outlining SWCAPN's partnership (see Appendix C) with NORWESCAP/NCST indicates our commitment to coordinate implementation and align resources to the greatest extent practicable. Under this MOU, NORWESCAP efforts will be expanded to include SWCAPN's catchment area, ensure children and families have safe traveling routes to and from school, and reduce chronic absenteeism attributed to fear and the stress of poverty.

**Competitive Preference Priority 2: Drug Free Communities:** Drug use is on the rise throughout the state of NJ. In 2015<sup>2</sup>, nearly 1,600 people died of drug overdoses in that year across New Jersey – a rate two times the national rate average, and a 22 percent increase from the prior year. It is estimated that at least 128,000 residents across the State of NJ are addicted to heroin. Similar challenges also exist in Newark, which has the highest incidence of heroin abuse in the State. In 2015<sup>3</sup>, the City reported 1,376 cases of heroin abuse, a 17 percent increase from 2014.

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<sup>2</sup> <http://www.philly.com/philly/health/addiction/Drug-deaths-in-NJ-spiked-22-percent-last-year.html>

<sup>3</sup> <https://njpatch.blogspot.com/2016/08/new-jersey-and-heroin-2016.html?view=mosaic>

Drug abuse and related criminal activities are prevalent within the SWCAPN catchment area, where more than 3.5 percent of Newark's drug arrests occur<sup>4</sup>.

SWCAPN will partner with Prevention Links (PL). PL received a Drug Free Communities (DCF) Support Program grant in 2016 to establish and strengthen collaboration within Newark's neighborhoods, and among government and nonprofit agencies to support the efforts of community coalitions working to prevent substance abuse among area youth and adults. The goal of the SWCAPN/PL partnership is to address the recent rise of drug abuse in our area (including the misuse of opioids), and ensure that we do not neglect the needs of area youth struggling with these challenges. PL will bring to this effort deep knowledge and expertise around these issues, and will provide professional development, training, and opportunities for mentorship.

This dual strategy enables SWCAPN to ensure that we do not neglect the youth in our family and community supports strategy and the need to address the recent rise of drug abuse in our area, as we work on improving social-emotional and health supports for children and families in our catchment area that are impacted by the rise of drug abuse and other effects of its aftermath.

**Competitive Preference Priority 3: Evidence-Based Activities, Strategies, or Interventions:** The evidence-based activities, strategies and interventions proposed herein are substantiated by at least one correlational study employing a randomized control trial. While most of SWCAPN's proposed activities are evidence-based, we have provided one study from the What Works Clearinghouse (WWC) that substantiate our work, and have direct impact on student performance. The first, *READ 180*® is a web-based literacy program<sup>5</sup> which meets WWC Group

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<sup>4</sup> [http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/reval/needs\\_segmentation\\_alalysis\\_south\\_war\\_d.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/reval/needs_segmentation_alalysis_south_war_d.pdf)

<sup>5</sup> Haslam, M. B., White, R. N., & Klinge, A. (2006). *Improving student literacy: READ 180 in the Austin Independent School District, 2004–05*. Washington, DC: Policy Studies

Design Standards with Reservations. The WWC review of *READ 180*® for the Adolescent Literacy topic area includes outcomes in four domains: comprehension, general literacy achievement, reading fluency, and alphabets. These results demonstrate positive effects, with strong evidence. SWCAPN has proposed similar outcomes for our elementary and middle school students as outlined in the Logic Model (see Appendix G, Indicator 2.2: Students will be at or above grade level on state-mandated ELA assessments; Gr. 3-8, 11, and 3: Students will transition to high-performing high schools). Three SWCAPN schools - BRICK Avon, BRICK Peshine and Belmont Runyon will implement *READ 180*® to bolster literacy inside and outside of school. The level of relevance to SWCAPN is strong.

The Haslam et al study referenced in the footnotes below examines the impact of *READ 180*® on the developing literacy skills of seventh and eighth graders who scored at least one year behind grade level. The sample included 307 students who were exposed to *READ 180*® and a matched comparison group of 307 students who received general literacy instruction. The comparison group was selected using one-to-one propensity score matching. Students in the intervention group scored higher on Texas' state-mandated assessment (Texas Essential Knowledge and Skills [TEKS]) as compared to students in the control group. Additionally, students in the treatment group demonstrated greater literacy performance gains than their peers in the control group. The evidence presented in the Haslam et al study is directly related to the proposed intervention strategy to be implemented at SWCAPN Schools BRICK Avon, BRICK Peshine and Belmont Runyon. Ninety students at each school (total of 270) in grades 2-8, who read one or more grade levels behind as identified by interim assessment performance (NWEA MAP and STEP), will receive

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Associates [http://research.scholastic.com/sites/default/files/publications/READ180\\_EffectivenessReport\\_Austin\\_PSA\\_2006.pdf](http://research.scholastic.com/sites/default/files/publications/READ180_EffectivenessReport_Austin_PSA_2006.pdf)



*READ 180*® instruction. These students' progress will be monitored through each school's Intervention Referral and Services programs.

There are several essential links between the Haslam et al study and the SWCAPN, and its literacy activities. For example, SWCAPN schools targeted for this intervention include general and sub-group student populations who are one or more grade-levels behind in reading. We propose to work with 270 students with the goal of demonstrating that students who receive this intervention will show greater performance increases on NJ's state-mandated assessment (PARCC) in reading proficiency than a control group of similar students. Lastly, the study population identified in the Haslam et al study is very similar to that which will be selected from the three proposed treatment schools mentioned above. Over 95% of South Ward students are economically disadvantaged, most are African-American and Latino, and all three target schools have significant population of students with disabilities (BRICK Avon, 10%; BRICK Peshine, 16% and Belmont Runyon, 11%).

SWCAPN's *Road to College Graduation* program has proposed similar outcomes to the WWC reviewed, *Talent Search*<sup>6</sup> program – an intervention for dropout prevention – meets WWC Group Design Standards with Reservations. Both programs address academic preparation, youth employment, the college application process, and the acquisition of belief systems consistent with higher education attainment. The WWC review of *Talent Search* references student outcomes in three domains: staying in school, progressing in school, and completing school. This is consistent with SWCAPN's *Road to College Program* where Indicator 5.3 (see Appendix G: Logic Model)

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<sup>6</sup> Constantine, J. M., Seftor, N. S., Martin, E. S., Silva, T., & Myers, D. (2006). A study of the effect of the Talent Search program on secondary and postsecondary outcomes in Florida, Indiana, and Texas. Retrieved from: <https://www2.ed.gov/rschstat/eval/highered/talentsearch-outcomes/ts-report.pdf>.

proposes to decrease the number and percent of SWCAPN students enrolled in remediation classes freshman year of high school, and Indicator 5.2 which proposes to increase the number and percent of SWCAPN students who graduate from postsecondary institutions. The Constantine et al examination of *Talent Search* is relevant to SWCAPN's *Road to College* program which provides low-income and first-generation college-bound students a range of resources and supports to encourage high school graduation and subsequent postsecondary enrollment. Similar to *Talent Search*, SWCAPN's *Road to College* program also affords students access to test preparation, college counseling, and tutoring, in addition to several other resources. The Constantine et al study sampled 5,000 secondary and postsecondary *Talent Search* participants in Florida, Indiana, and compared their outcomes with a comparison sample of 70,000 students created through propensity score matching.

The level of evidence here is moderate as the authors could not establish baseline equivalency on language spoken at home and participation in a dropout prevention program, although these variables were controlled in the final analysis. Findings revealed that students who participated in *Talent Search* were significantly more likely to graduate from high school than those young people who were not engaged in the program. Additionally, *Talent Search* students were more likely to apply for financial aid and to enroll in college. The evidence presented in the Constantine et al study is related to SWCAPN's *Road to College*. Like *Talent Search*, *Road to College* must primarily serve students who are low-income and whose parents did not complete a four-year college degree program. *Road to College* participating students will benefit from similar services to those of *Talent Search* including career exploration and aptitude assessment, tutoring, exposure to college campuses, academic advising and counseling on financial aid, assistance in preparing for college entrance exams, mentoring programs, and workshops for participants' families. Lastly,

as mentioned above, the student population examined in the Constantine et al study is very similar to SWCAPN.

## A. NEED FOR PROJECT

### (A.1.) The magnitude or severity of the problems to be addressed

In 2016, SWCA received funding from The Prudential and Victoria Foundations to conduct a needs assessment of Newark's South Ward (geographic boundaries discussed in the next section). This needs assessment culminated in a report entitled, *Needs and Segmentation Analysis for the South Ward of Newark, New Jersey*<sup>7</sup>, which was released in September, 2016. The report included a segmentation analysis of data gathered on children and families living in the South Ward. The report included several indicators of need including those associated with education, family and community supports, crime, student mobility, high percentages of children residing in single-parent families; vacant or substandard housing, and too many residents living at or below the federal poverty threshold. Below, we provide a detailed description of the aforementioned indicators of need segmented accordingly, presenting a clear picture of the severity of the problems to be addressed by the SWCAPN.

#### a) Educational Need

The South Ward's current educational assets are limited. Challenges facing area schools include:

**Chronic Absenteeism:** Using the U.S. Department of Education's definition (missing 15 or more days of school during the academic year), 46% of students attending South Ward schools

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<sup>7</sup>[http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/reval/needs\\_segmentation\\_alalysis\\_south\\_war\\_d.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/reval/needs_segmentation_alalysis_south_war_d.pdf)

were chronically absent in 2015. Chronic absenteeism rates among our partner schools serving K-3 students include: Avon (38%), Peshine (33%), Belmont Runyon (49%), Chancellor Avenue (24%), George Washington Carver (40%), Great Oaks Legacy (12%), and KIPP Newark schools (11%)<sup>8</sup>.

**Persistently Low Achieving Schools:** Among our eight partner schools, five (including BRICK Avon, BRICK Peshine, Belmont Runyon, George Washington Carver and Malcolm X Shabazz High School) have been designated by the NJ Department of Education as Focus (lowest performing 25%) or Priority (lowest-performing 5%) respectively as evidenced by 2015 state-mandated PARCC English language arts and mathematics assessments.

In addition, 2015 PARCC data reveals that only 12% and 8% of South Ward students overall met expectations in reading and math respectively as compared to Newark Public Schools - 23% and 19% districtwide. Furthermore, only 20% and 5% of Black males district-wide and in the South Ward respectively achieved expectations on the PARCC ELA assessment. This achievement gap starts early as in that same year, only 11% of South Ward third-graders met or exceeded expectations on the PARCC ELA assessment, compared to 22% and 44% of students district- and state-wide respectively. Similarly, 13% and 22% of third-graders in the South Ward and district-wide met or exceeded expectations respectively in math.<sup>9</sup>

**Limited Access to Quality Early Childhood Learning Programs:** Newark's Child Care Map<sup>10</sup> from 2015 reported that the South Ward contains 2,663 total childcare slots where 878 (33%) and 942 (35%) are designated high-quality sites or simply licensed sites respectively. The

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<sup>8</sup>[http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/reval/needs\\_segmentation\\_alalysis\\_south\\_war\\_d.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/reval/needs_segmentation_alalysis_south_war_d.pdf)

<sup>9</sup> *Ibid.*

<sup>10</sup> *Ibid.*

Upper Clinton Hill and Dayton neighborhoods reported 1,118 childcare seats (400 high-quality/410 at licensed sites) and zero childcare slots available respectively. Not surprisingly, 85% of respondents to our community survey indicated that a child care center was very or somewhat needed in Dayton.

**Lagging and widening age-appropriate Kindergarten benchmarks:** In SY2014-15 fewer South Ward kindergarten students met age-appropriate benchmarks as compared to their peers citywide using the Developmental Reading Assessment (DRA). This achievement gap also widened during SY2015-16. Accordingly, when the school year commenced, 74.7% of South Ward students met performance benchmarks, compared to 80.1% of Kindergartners citywide. When the school year concluded, the percentage of South Ward Kindergartners who met performance benchmarks dropped to 70.9%, while 82.4% of their peers citywide achieved their targets.

**Too Few Prepared for College:** To measure college preparedness, Newark Public Schools (NPS) administers the ACT College Entrance Exam to 11<sup>th</sup>-grade students. During SY2014-15, 15.5% and 5.4% of 11<sup>th</sup>-graders district-wide and those attending Malcolm X. Shabazz respectively met the performance benchmark. Only 35% of Shabazz high school graduates enroll into postsecondary education institutions within 16 months of graduating high school. Of those enrolled, 44.6% enroll in a two-year program, and the remaining 55.4% enroll in a four-year college or university.<sup>11</sup>

**Low Levels of Overall Educational Attainment:** Among all South Ward residents, 18.7 % of adults ages 25 and older had not graduated from high school. Of those who graduated, 25%

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<sup>11</sup>[http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/reval/needs\\_segmentation\\_alalysis\\_south\\_war\\_d.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/reval/needs_segmentation_alalysis_south_war_d.pdf)

completed some college, 7.6 % completed a Bachelor's program, and 3.8% held a Master's or other professional degree.<sup>12</sup>

### *b) Family and Community Support Need*

Adults residing in the South Ward face concrete needs as they strive to raise their families. The South Ward is characterized by high unemployment, low wages, high rates of participation in assistance programs, and high poverty – especially among children. We also see high student mobility, particularly among the youngest children.<sup>13</sup> When asked about the quality of life in the South Ward, just 28% of residents reported feeling satisfied or very satisfied. At the same time, about two-third of residents (65%) felt fearful or very fearful about crime in the neighborhood. In fact, 38% of all survey respondents indicated feeling very fearful about life in the area.<sup>14</sup> South Ward families and the community at-large are in dire need of added supports to address the high:

- a) Percentages of children with preventable chronic health conditions;
- b) Rates of crime, including violent crime;
- c) Percentage of children residing in single-parent families;
- d) Rates of vacant or substandard homes, including distressed public and assisted housing; and
- e) Percentage of the residents living at or below the federal poverty threshold; and
- f) The area also lacks dependable public transportation.

**Children with Preventable Chronic Health Conditions:** Recent studies<sup>15</sup> conducted by the Greater Newark Healthcare Coalition, reported asthma as the most reported primary diagnosis

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<sup>12</sup> *Ibid.*

<sup>13</sup> <https://www.census.gov/programs-surveys/acs/news/data-releases/2014/release.html>

<sup>14</sup> [http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/revail/needs\\_segmentation\\_alalysis\\_south\\_war\\_d.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/revail/needs_segmentation_alalysis_south_war_d.pdf)

<sup>15</sup> <http://www.cleanwateraction.org/releases/newark-makes-history-first-nation-environmental-justice-ordinance>

among children admitted to the City’s hospitals. Among children admitted to Newark Hospitals, the most common non-emergency emergency room visits were for ENT, asthma, GI obstruction, cellulitis, and bacterial pneumonia. Fourteen percent of all emergency room visits were due to mental health-related issues as compared to 9.6% of visits across NJ. Similarly, 10 percent of all inpatient care was devoted to mental health-related issues as compared to five percent statewide. In addition, substance abuse accounted for approximately 13% of all emergency room visits among hospitals in Newark, more than double the rate statewide at 5.8%. Furthermore, the Health Resources and Services Administration<sup>16</sup> and Policy Map<sup>17</sup> reported that the South Ward was a “medically underserved area” [with] “too few primary care providers, high infant mortality, high poverty, and/or a high elderly population”.

#### *c) Crime Rates*

**Crime, Especially Violent Crime:** While Newark reported 99 homicides in 2015, nearly a third (30) occurred in the South Ward.<sup>18</sup>

#### *d) Student Mobility Rates*

**High Student Mobility Rates:** The South Ward student mobility rate was 26.6% in 2015.<sup>19</sup>

#### *e) Children in Single-Parent Families*

Of the poorest of the four neighborhoods that comprise the South Ward, Dayton and Upper Clinton Hill, 56% of households and 61% respectively were female-headed households and both neighborhoods reported a 10% rate of households headed by single males.

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<sup>16</sup> <http://www.njhqci.org/wp-content/uploads/2016/09/APN-Feasibility-Study-Newark-Feb-27-2015.pdf>

<sup>17</sup> <http://nyu.policymap.com/data/our-data-directory/#HRSA>

<sup>18</sup> [http://www.nj.com/essex/index.ssf/2016/06/5\\_surprising\\_facts\\_about\\_violent\\_crime\\_in\\_newark.html](http://www.nj.com/essex/index.ssf/2016/06/5_surprising_facts_about_violent_crime_in_newark.html)

<sup>19</sup> [https://www.cornwall.rutgers.edu/sites/default/files/files/Assesments/barriers\\_to\\_upward\\_mobility.pdf](https://www.cornwall.rutgers.edu/sites/default/files/files/Assesments/barriers_to_upward_mobility.pdf)

### *f) Rates of Vacant or Substandard Homes*

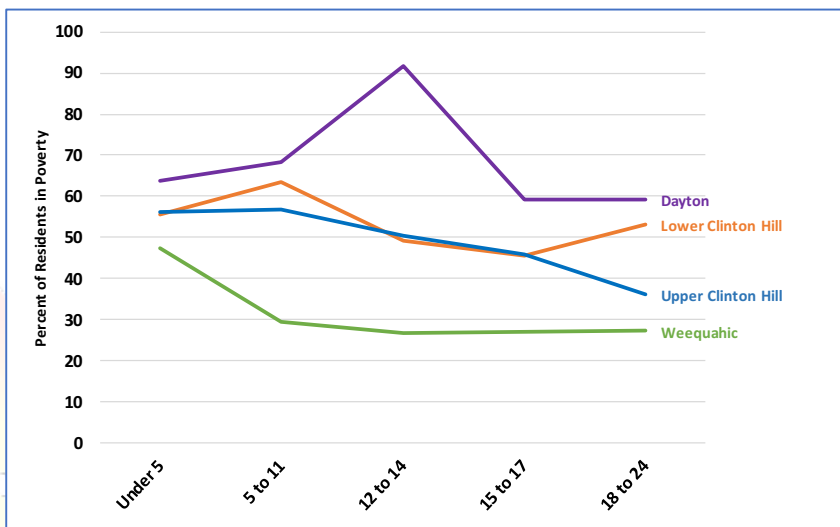
In 2014, the South Ward contained a total of 20,828 housing units, of which 22% were vacant. Nearly half of these vacant units were not available for rent, sale, or seasonal use.<sup>20</sup>

### *g) Percentage of residents living at or below the federal poverty threshold*

According to the 2014

*Chart 1: Percentage of Children in Poverty*

American Community Survey portion of the Census, the South Ward is characterized by high unemployment, low wages, high rates of participation in public assistance programs, and high poverty – especially among children as the graph below



depicts. Specifically, more South Ward children and adult residents lived below the poverty line than residents of both Newark and New Jersey. Approximately one-third of residents in the South Ward (32.4%) lived below the poverty line compared to 29.4% in other areas of Newark and 10.7% statewide. In all South Ward neighborhoods, children experienced the highest rates of poverty among all age groups. An estimated 13.2% of South Ward residents received SSI payments, 12.3% received public assistance, and 29.9% received food stamps. Residents received public assistance payments at more than four times the rate of residents statewide (12.3% compared to 2.8%).

<sup>20</sup> [https://www.cornwall.rutgers.edu/sites/default/files/files/Assesments/barriers\\_to\\_upward\\_mobility.pdf](https://www.cornwall.rutgers.edu/sites/default/files/files/Assesments/barriers_to_upward_mobility.pdf)



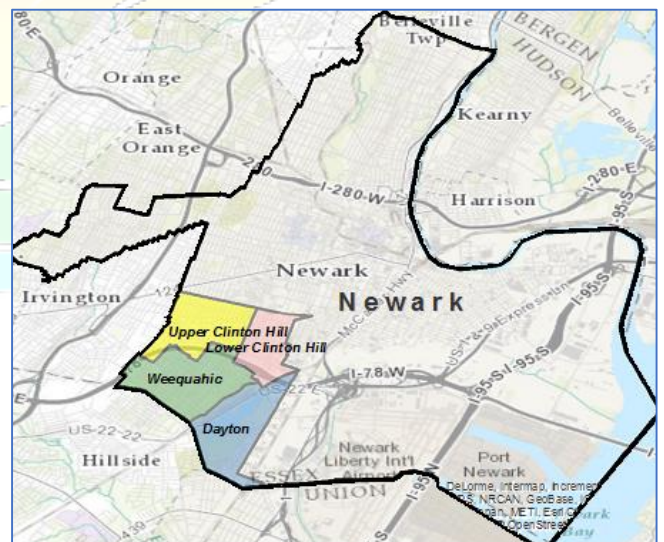
#### *h) Lack of Access to Transportation*

An estimated 44% of households within the South Ward do not own a vehicle. Though city buses are available, while conducting our needs assessment, South Ward families shared concerns about allowing their children to stay late for after school programs due to high rates of crime in the neighborhoods.

#### **(A.2.) Newark's South Ward: Geographically Defined**

Newark, NJ is part of Essex County, and the South Ward sits in the Southwest corner of the City as depicted in the map below. The South Ward is comprised of four neighborhoods: Weequahic, Upper Clinton Hill, Lower Clinton Hill, and Dayton which together comprise 16 contiguous census tracts. An estimated 18,141 people lived in the South Ward in 2014 – including 5,077 children. The majority of South Ward residents live in Upper Clinton Hill and the remainder in Dayton. Children comprise 28% of the community, more women than men reside in the area, and most South Ward residents are African Americans (91%).

*Figure 1: Map of Newark, NJ and South Ward Neighborhoods*



Upper Clinton Hill, (a primarily residential community), is bordered on the south by I-78, and on the west by the City of Irvington. Both Upper and Lower Clinton Hill are bordered by Newark's West and East Wards respectively. Dayton is home to Weequahic Park which creates a natural Western boundary between Dayton, and Newark Liberty International Airport is directly adjacent to the east. Since Dayton sits between Weequahic Park, Newark Airport, US 22 and I-78, it is essentially cut off from the rest of the city.

### (A.3.) Specific gaps or weaknesses in services, infrastructure or opportunities

Whole sections of the South Ward lack safe and reliable public transportation. The area has no major employers. Dayton is the poorest of the four communities that comprise the South Ward, and as mentioned above, it is isolated from the rest of the Ward and City of Newark by natural and man-made boundaries. Dayton has no schools, licensed early childhood centers or after-school programs. Dayton and Upper Clinton Hill have a combined estimated shortage of 1,142 licensed early childhood seats. In addition, the South Ward has too few primary care providers (as evidenced by high emergency room usage (at 774/1000 residents). Lastly, the area's population is young with approximately 30 percent of neighborhood residents under age 18.

## B. QUALITY OF PROJECT DESIGN

### (B.1.) Extent of Plan to Create a Complete Pipeline of Services

#### *a) SWCAPN Planning Process: Gaining a Better Understanding of our Challenges*

When school leaders joined BRICK to launch SWCA three years ago, we realized that to improve adult outcomes for the children of the South Ward, we would need to implement a two-generation strategy. This approach would see children from cradle-to-college-to-career via a continuum of services and supports provided to them and their families. During our **planning year**, SWCAPN:

- Conducted a needs and segmentation analysis in collaboration with New York University's Metropolitan Center for Urban Education;
- Hired a former Harlem Children's Zone Evaluation Associate to enhance our analysis, evidence based programming, and target setting;
- Gathered over 500 community and student surveys of residents and students to inform the needs and segmentation analysis;

- Conducted two focus groups with South Ward residents to gather information about their needs;
- Led 15 strategic planning sessions with school leaders and staff, early childhood centers, and residents; and gathered strategic planning surveys from over 30 residents, school leaders and social workers to gather insights on priorities;
- Visited the Northside Achievement Zone (NAZ) located in Minneapolis, MN – a Promise Neighborhood implementation grantee; joined by Newark Public Schools State Superintendent of Education, Chris Cerf and his senior leadership team;
- Met with NAZ accountability team and explored and made the decision to select MPOWER as our database;
- Visited the Harlem Children’s Zone where we met with the Practitioners Institute team and observed The Baby College sessions;
- Determined back office and governance structure to support the SWCAPN partners;
- Met with Superintendent Cerf, Councilman James, Newark Housing Authority’s Choice Neighborhood Initiative’s Coordinator, and representatives from the offices of Congressman Payne and Senator Menendez;
- Researched and designed our continuum of solutions in collaboration with South Ward residents, and direct implementation with strategic partners; and
- Developed a long-term budget, and financial plan.

An **analysis** of the data collected during our planning process yielded information consistent with Kania and Kramer’s *Collective Impact*<sup>21</sup> study. We learned that South Ward residents are

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<sup>21</sup> Kania, J. and Kramer, M. (2011). “Collective Impact”. *Stanford Social Innovation Review*. Winter. Retrieved September 1, 2017 from: [https://ssir.org/articles/entry/collective\\_impact](https://ssir.org/articles/entry/collective_impact).

experts and must be integral partners in this effort. This effort requires a strong backbone organization to improve systems. SWCA has assumed this role, and through the process of completing this proposal, has framed a targeted infrastructure to integrate, coordinate and evaluate the impact of the SWCAPN partnerships, and the programs, supports and services it will provide; and developed and begun implementation of a plan for fundraising to ensure sustainability through the acquisition of continuing resources for this effort. Environment matters, and directly influences the culture, safety, and resources that impact a child's well-being, his beliefs about his future, and desire to come to school each day. High expectations for children, and strong accountability to ensure SWCAPN objectives are achieved are paramount to establishing a strong and sustainable culture. SWCAPN partners must be willing to be held accountable for agreed-upon performance measures, engage in transparent conversations about results, analyze the data to evaluate our collective impact, identify needed improvements, and amend programs, policies and practices accordingly. Lastly, systems change – especially that which is acquired through collective policy and advocacy at all levels of government – is key to SWCAPN's long-term outcomes.

Upon conclusion of our planning process, all stakeholders reported a deeper commitment to the SWCAPN mission and vision, and expressed excitement about the deeper level of integration and coordination that resulted from the planning process. Below, we describe SWCAPN's strategy for change.

### Strategy 1 – Early Childhood

SWCAPN will develop an integrated, coordinated continuum of high-quality early childhood programs and supports for parents and children from pregnancy through kindergarten. We will invest heavily in South Ward children's earliest years by strengthening parenting skills, and

ensuring they have a medical home and access to high-quality early childhood programs and services.

**Solution #1: Invest in Parenting Skills and Connect Families with Medical Providers.**

SWCAPN will offer low-income parents and caregivers multiple means through which to access resources designed to help them strengthen their parenting. These options are proven models of evidence-based programs, and include Nurse Family Partnership (NFP), Parents as Teachers (PAT), and SWCA's Family College (a nine-week workshop series modeled after Harlem Children's Zone's Baby College).

All three programs focus on connecting parents and children with medical providers. Each will refer parents and children to the South Ward's newly established, Mary Eliza Mahoney Women's Health and Wellness Center – Newark's first stand-alone health center dedicated to women and children. The Center will offer South Ward families comprehensive primary medical care, OB-GYN services, a birthing center, access to lactation counselors, behavioral health and counseling. The Center also will house the Women, Infant and Children (WIC) Office, and will provide health-related education to help women served to manage their health and that of their children, and encourage wise medical choices. Center services are provided to all women and children regardless of ability to pay or immigration status.

**Solution #2: Increase the Number of Quality Early Childhood Care Providers and Slots.**

GROW NJ, the state's quality rating and improvement system, has excellent resources to enhance the efficacy of early childhood providers to ensure children are ready for kindergarten. However, there has been a low rate of participation in Upper Clinton Hill and Dayton (the exception being two SWCAPN partners, Clinton Hill Early Childhood Center and the Leaguers Head Start who have already been ranked). We learned during strategic planning sessions that provider staff's lack

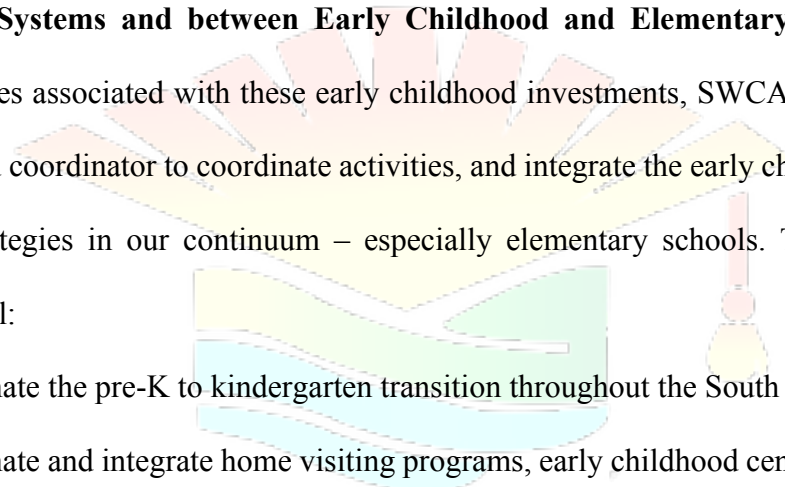
transportation to get to trainings in downtown Newark or Montclair, where they are usually provided. Therefore, Programs for Parents will provide trainings within the South Ward community. This solution leverages existing state and federal public investments in professional development to increase use of the existing resources. By Year 5, we anticipate the Clinton Hill Early Childhood Center and Leaguers Head Start will increase the number of children served as a result of this training. Furthermore, Programs for Parents also will invest in local community members by offering professional development and vocational training to parents and/or residents, and provide publicly-funded scholarships to 20 participants to earn Child Development Associates degrees.

**Solution #3: Provide Social/Emotional Support:** Family Connections will provide its PrePARE model of staff training, and an on-site clinician for three early childhood programs located within SWCAPN to enhance social and emotional supports. PrePARE, an innovative preschool program to nurture children's social skills, impulse control, empathy, and safety also will provide training to early childhood providers and parents. PrePARE will place a full-time, Masters-level mental health clinician at each site. These clinicians and their puppet assistants, Impulsive Puppy and Slow-Down Snail, will utilize two nationally-recognized, evidence-based curricula from the Committee for Children: Second Step, to foster emotional intelligence, social skills, and violence prevention; and Talking About Touching to build children's knowledge and awareness of personal safety. The PrePARE program also includes developmental screenings, individual play therapy for those children who need extra support, teacher training and consultations, and parenting skills training and support.

**Solution #4: Ensure Pre-School Aged Children are Healthy and Ready for Kindergarten.** Clinton Hill Early Childhood Center will create a model for Summer Transition to Kindergarten

with a pilot for 30, four-to-five-year-olds. The pilot will operate for seven weeks, four hours a day, and will be comprised of 45-minutes of direct math and literacy instruction, 60-minutes of gross motor activities, and breakfast and lunch to include fresh fruits and vegetables. PlayWorks, an evidence-based program, will provide training to ensure that gross motor time is physically active. The Clinton Hill Early Childhood Center will develop training materials and serve as a demonstration site from which other South Ward preschool programs can learn and replicate best practices.

**Solution #5: Improve Coordination and Alignment among Early Learning and Development Systems and between Early Childhood and Elementary School.** Given the critical outcomes associated with these early childhood investments, SWCAPN will invest in an early childhood coordinator to coordinate activities, and integrate the early childhood investments with other strategies in our continuum – especially elementary schools. The early childhood coordinator will:

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- a) Coordinate the pre-K to kindergarten transition throughout the South Ward;
  - b) Coordinate and integrate home visiting programs, early childhood centers, Family College workshops and professional development providers with each other and also with Family Success Center, health care institutions and the Newark Housing Authority's new recreation center in Dayton; and
  - c) Outreach and connect early childhood providers (both center based and family, friend and neighbor) with the Family College where staff can participate for free in workshops or with Programs for Parents trainings and vocational education opportunities.

PreK to Kindergarten represents a key transition point in early childhood. While researchers and policymakers (i.e., from the Harvard Family Research Project and federal Head Start program



recommend promising practices, we were unable to find any evidence-based practices. This provides an important opportunity for SWCAPN to implement, innovate and measure the impact of these promising practices. Accordingly, we will follow the recommendations published by the US Department of Health and Human Services report.<sup>22</sup> These four recommendations are included in our transition plan: (1) form a Transition Team including parents, teachers, administrators and community; (2) train staff to work with families through transitions; (3) assemble a kindergarten transition panel and host a panel discussion session with families; and (4) develop community partnerships to address children's needs for transitions.

In addition, our early childhood and school roundtables will hold at least two joint meetings each year to discuss curriculum alignment and transition planning. This open dialogue and curriculum review will enhance network-wide understanding of pedagogical differences between PreK and K, and how to support children in transition. To ensure successful transitions between PreK and K, SWCAPN's early childhood coordinator will facilitate large-scale transition conferences between early childhood providers, kindergarten teachers, and child study teams as needed.

SWCAPN continuum will improve coordination and alignment among early learning and development systems by providing multiple entry points and redundancies so that families can participate in multiple opportunities. The early childhood coordinator will work with partners on systems building; concrete transitions between programs; shared professional development, training, and workshops among providers and family; and use of data to drive results and determine

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<sup>22</sup> *Family Engagement in Transitions: Transitions to K*. Available online at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf>



our impact. This will be accomplished in committees such as SWCA's early childhood network and elementary school roundtables.

SWCA's Family HUB provides an additional resource for children and families in crisis due to housing, health, financial instability or other challenges that may impede a child's learning. The Family HUB connects families with resources, benefits, legal assistance and/or other services, and offers financial literacy and housing workshops to help families succeed in the rental market or prepare for home ownership. The HUB's Family Coaches work with families to develop and achieve an education goal (i.e., such as enrolling in high-quality centers, reading to a child, or finding a pediatrician). The education goal approach is modeled after the Northside Achievement Zone's family connector's goals.

Lastly, SWCAPN will actively engage and encourage early childhood providers, families, friends and neighbors to take advantage of existing resources. Among others, this will include an opportunity for staff to participate in SWCA Family College trainings and vocational education opportunities offered by Programs for Parents.

### Strategy 2 – Elementary and Middle Schools

Seven elementary and middle schools are implementation partners in SWCAPN including BRICK Avon, BRICK Peshine, Belmont Runyon, George Washington Carver, Chancellor Avenue School, and Greater Oaks Legacy Charter School. North Star's Clinton Hill Charter Middle School will serve as a strategic partner to SWCAPN, and will share best practices and resources as a part of the school collaborative. While they share many commonalities, (i.e., all have extended days from 190 to 300 additional hours) and additional days per year (7-100 days more than Newark Public School minimum requirement of 183 days), each school also has a unique history of reform

and plan for improvement – the reason our elementary and middle school are different for each school. Below is a summary of the status of these schools’ reform efforts:

- Three schools benefited from receipt of federal School Improvement Grants: Belmont Runyon, BRICK Avon and BRICK Peshine (formerly Avon Avenue and Dayton Elementary at Peshine Avenue). Two of the schools, now operated by BRICK (education management), utilize a turnaround school model wherein BRICK Avon has turned over 80 percent of its staff and BRICK Peshine has turned over 70 percent. In the case of BRICK Peshine, Newark Public Schools closed the only physical elementary school building in Dayton in 2012 and transferred most of the staff and students to BRICK Peshine thereby becoming the default elementary school for Dayton. In fact, buses run directly from Dayton to BRICK Peshine for this reason. Belmont Runyon, BRICK Avon and BRICK Peshine are both Community Schools and among the five selected to participate in the Mayor’s South Ward Community Schools Initiative.
- Two other target neighborhood schools have undergone a restart as charters: KIPP Life was formerly the Bragaw Avenue School, and Greater Oaks Newark Legacy was formerly Madison Avenue School. Both Greater Oaks Legacy and KIPP Life restarted with 100% new staffs, and new intensive, college preparatory curricula. At KIPP Life, students attend school from 7:30 am to 4:00 pm offering highly effective educators with strong bonds to families, more time in school learning, services that support a variety of student needs, and a culture focused on achievement. At Greater Oaks Legacy, students attend for an additional hour of school each day and have an intense homework load and starting in middle school will have access to tutors.

- Two schools -- George Washington Carver and Chancellor Avenue -- are using turnaround school reforms that include increased autonomy, job-embedded professional development, and extended learning time.
  - Chancellor Avenue’s staff receive online job-embedded professional development particularly around the continuous use of student data through electronic means. Professional development also covers content specific training and training on topics such as expeditionary learning, digital learning, and restorative practices.
  - George Washington Carver has implemented a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards. Carver staff also receive assistance with improvement plan design and implementation, including high-quality job-embedded professional development. School wide, they also have used the Leader in Me whole school transformation model in an effort to begin to turnaround their school culture. The Leader in Me program focuses on instilling skills like Leadership, Responsibility, Accountability, Problem Solving, Adaptability, Communication, Initiative and Self-Direction, Creativity, Cross-Cultural Skills, and Teamwork in students in an effort to transform the school from the inside out.

All SWCAPN partner schools serve students who reside within and outside the community facilitated by the One Newark universal lottery system.

**Solution #1: Address Chronic Absenteeism to Improve Academic Proficiency.** Chronic absenteeism among South Ward elementary and middle schools ranges from 24%-49%.<sup>23</sup> A recent

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<sup>23</sup> Advocates for Children of New Jersey. (2016). *Showing Up Matters: Newark Chronic Absenteeism in the Early Years*. Retrieved from

report on chronic absenteeism<sup>24</sup> suggests multiple factors impact attendance including asthma, transportation (lack of access to buses), conflicting work and school schedules, conflict sibling school schedules and unsafe streets for walking. SWCAPN will implement a full gauntlet of services designed to meet those needs.

SWCA's Family HUB will use the NYC Success Mentor Corps' research-based, data-driven mentoring model to improve attendance and related behaviors, to train and embed mentors to serve as advisors, motivators, connectors, confidence-builders, and early warning systems for chronically absent students at risk of getting off track, both in school and in life. Principals, social workers and child study teams will integrate the Success Mentors into the environment of the school teams and help them address obstacles to attendance through their additional resources.

Success Mentors will integrate and coordinate their work with other resources for families on chronic absenteeism including SWCA's Family HUB Coaches and Newark Community Street Teams. The latter was launched by Mayor Ras Baraka in 2015 to reduce community-based violence, and will place trained, community outreach workers at schools during morning and afternoon transition periods to disperse any street activity, and engage with young adults (ages 18-30) who are at risk of becoming either victims or perpetrators of violence. The combination of these two interventions will help children and families to feel and be safer, another key driver of school absenteeism.

**Solution #2: Bolster Literacy and Math within and outside of School:** All traditional public elementary schools have access to *My Very Own Library*, an evidence based literacy and book

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<sup>24</sup> Advocates for Children of New Jersey. (2016). *Showing Up Matters: Newark Chronic Absenteeism in the Early Years*. Retrieved from [http://acnj.org/downloads/2016\\_01\\_21\\_newark\\_chronic\\_absenteeism\\_rpirt.pdf](http://acnj.org/downloads/2016_01_21_newark_chronic_absenteeism_rpirt.pdf).

donation program in which students in K-8 have the opportunity to choose 10 free books. In addition, BRICK Avon, BRICK Peshine and Belmont Runyon will implement two evidence-based curricula from the WWC: *Wilson Reading* and *Read 180*. Reading interventionists will work with 90 students at each school in the second through eighth grades. Students will be identified for reading intervention through diagnostic assessments and interim exams (NWEA and STEP respectively), and their progress will be monitored through BRICK's Intervention Referral and Services program. All BRICK students in grades K-8 already use adaptive blended learning, supplemental math curriculum, *Dreambox*.

**Solution #3: Recruit Talented Teachers and Tutors.** Two partners, Teach for America (TFA) and Greater Oaks Newark Legacy Tutor Corps, will recruit new and talented young people to teach and tutor in schools among the South Ward's elementary and middle schools. TFA will recruit and hire talented and diverse graduates to fill teaching positions in target schools, provide extensive teacher training and leadership development during their two-year commitment, and will ensure that they are certified.

Greater Oaks Newark Legacy Charter School will expand its Great Oaks Tutor Corps program, which brings recent college graduates to live and work in Newark for a year of service providing high-dosage daily tutoring to at-risk middle school students. Every student receives two hours of one-on-one or small-group tutoring each day to make dramatic academic gains. Tutors focus on reading and math skills, increase their motivation and ensure that they are prepared for college and beyond. This infusion of additional talent and learning time will have a positive impact on academic results at the Great Oaks Legacy Middle School.

**Solution #4: Address Trauma and Toxic Stress to Support Healthy Social and Emotional Development and Subsequent Academic Achievement.** As highlighted earlier, elevated levels

of violence, mental illness and child welfare involvement in the community, all of which are Adverse Childhood Experiences, profoundly impact a child's ability to self-regulate, control their emotions and express themselves appropriately, key behaviors for academic and life success. SWCAPN will provide children and their families with social and emotional supports, and will implement methods to reduce their exposure to ACEs.

Accordingly, *Rutgers University Behavioral Health Care (UBHC)*, with Children's Hospital of NJ at Newark Beth Israel Medical Center, will add an additional full-time, advanced Mental Health Clinician at each BRICK Academy School, and a part-time Training and Consultation Specialist who will serve the entire South Ward. The clinic and hospital also will make intake as logistically-easy and family-friendly as possible (an initial home visit, free transportation to the first on-site appointment, and a family-friendly atmosphere on site). The BRICK Schools initiative will enable clinicians to serve an additional 120 students overall annually in their school setting with a goal of stabilizing youth exhibiting trauma and post-traumatic stress to reduce and prevent more serious psychiatric and/or behavioral symptoms, so that the youth can stay successfully in the community rather than a clinical setting.

SWCAPN also will engage *Imagine*, a NJ grief support center, to train Family HUB grief counselors to provide grief support groups in all schools, lead school-wide trainings to foster a supportive environment for children experiencing loss, and provide regular supervision to facilitators of grief groups. Loss is inevitable in the lives of children and when children lose someone or something they love, they grieve. Imagine estimates that one-third of South Ward students are grieving some sort of loss whether it be a death, divorce, separation or imprisonment of a parent, all of which are Adverse Childhood Experiences. The goal is to help them develop resiliency and coping tools to manage their emotions, live happier and be able to function in school.

As mentioned earlier, *Newark Community Street Teams* will be deployed at every school at the beginning and end of day to increase child safety to and from school. The NCST model recognizes that they are the true “experts” on the challenges and dynamics in urban neighborhoods - and so their leadership and involvement are fundamental to the health, healing and recovery of their communities.

**Solution #5: Develop New and Expand Existing High-Quality After-School Program for Middle School.** To bridge the critical transition from elementary to middle schools, Leaders for Life, will increase the number of children served annually to an additional 175 students annually by Year 5. BRICK Avon and BRICK Peshine will launch the South Ward Scholars Successful Transition – a year-long after-school program for 100 eighth-graders. The program will help students apply to the best high schools in and around Newark. The program will expose these eighth-graders and their families to the rigors and expectations of ninth-grade, emphasizing study habits, time management and social and emotional learning skills. SWCAPN also will offer a six-week Summer Bridge Program for eighth-graders at-risk for an unsuccessful matriculation to ninth grade. Lastly, SWCA’s Family College will provide an orientation, quarterly meetings and workshops for eighth-grade parents on college planning and the importance of talking with your child about college.

**Solution #6: Create Improved Conditions In- and Out-of-School.** In 2016, Newark Public Schools and the City of Newark launched a Community Schools Initiative to expand opportunities for the young people and maximize student outcomes. The initial \$10 million investment was funded by the Chan-Zuckerberg Initiative. Four of the five partner schools participating in the initiative are part of the SWCAPN (BRICK Avon, BRICK Peshine, Belmont Runyon and Malcolm X Shabazz High School). These four schools will serve a total of 2,980 students in grades pre-K



to 12. Each of the four schools are implementing the four integral parts of Community Schools: integrated student supports, expanded learning time and opportunities, family and community engagement and collaborative leadership practices. The Newark Trust For Education will be a SWCAPN partner by being the backbone organization of this community school initiative, bridging schools, community organizations, and government entities to accomplish the goals of the program.

### Strategy 3 – High Schools

The South Ward also has the highest number of opportunity youth – those who are off-track to graduate high school in four years.<sup>25</sup> We have constructed a range of solutions to address challenges associated with young people who struggle to learn, are off-track to graduate in four years, and/or are out-of-school. This will ensure that all South Ward adolescents have a pathway forward to pursue postsecondary education, and industry-recognized certifications. Our continuum of solutions for high school students provides multiple pathways to college and career success. SWCAPN high school implementation partners include Greater Oaks Newark Legacy, North Star, YouthBuild’s portfolio of services (and affiliated LEAD Charter School), Newark City of Learning Collaborative (NCLC), SWCA’s *Road to College Graduation* program, Abbott Leadership Institute’s *College Success Program* (ALICSP). SWCAPN’s strategic partner, Harlem Children’s Zone’s Practitioners Institute, will provide technical assistance.

**Solution #1: Support all South Ward High School Students.** Newark has too few quality high school seats. The City’s universal lottery results in too many South Ward students attending failing high schools. The Harlem Children’s Zone faced similar challenges and created a strategy

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<sup>25</sup> Newark Public Schools Office of College and Career. (2013). *Phase II Report: Segmentation Analysis of Newark’s Over-Age and Under-Credited Students*.



to ensure that students access top performing schools. To ensure that students who study at struggling high schools have a pathway to postsecondary education, SWCAPN will partner with NCLC, and increase access to SWCA's *Road to College*. Both activities will be implemented in partnership with existing College Success Centers.

NCLC is a citywide postsecondary network committed to increasing the percentage of residents with postsecondary degrees, certificates, and quality credentials. The Collaborative will expand the number of slots for SWCAPN students in each of its programs for participation in a variety of programs including the Summer Leadership Institute and SAT Prep program. The Summer Leadership Institute will provide a six-week leadership program to 200 SWCAPN youth via the Newark Summer Youth Employment Program. The program exposes participants to a range of topics including college knowledge, financial empowerment, career exploration, the arts, wellness, and concurrent job opportunities, which serves to bolster their resumes and increase their transferrable skills. *Road to College*, will pilot with (50 each) high school juniors and seniors, and continue services as they matriculate into and from college. During high school, participating students will partake in a Junior and Senior Summer Bridge Program focused on educational values, academic preparation, youth employment, college planning and application completion. *Road to College* is based on evidence-based practices from the WWC and promising practices from the Harlem Children's Zone.

Importantly, our program recognizes that alongside the academics and mechanics of applying for and graduating from college, it is critically important to impact the core values of students of color and first-generation college students and their parents. *Road to College* will support young people and their parents through the high school to college transition, providing them with the information, skills and direct assistance to enhance college access and achieve success. Giving

our close proximity to New York and our existing relationship with the Harlem Children's Zone, SWCA Leadership will continue to consult with their Practitioners Institute's College Success Office (CSO), and model best practices. To date, HCZ's CSO has assisted over 1,000 students enroll in and matriculate from postsecondary education. CSO's college graduation rate for African-American and Latino students exceeds both of those national rates as well as the graduation rate for white students in the US. The CSO model pairs case management with more general support (e.g. workshops, tutoring and FAFSA assistance) to provide students with the tools to help them graduate.

**Solution #2: Reengage Disconnected Youth via Multiple Pathways to Graduation.** This solution is aimed at opportunity youth – young people who are severely off-track to graduate in four years. SWCAPN will gain access to implementation partner, YouthBuild Newark's (YBN) plethora of options for opportunity youth reengagement activities. In addition, over the past four years, YBN has developed an integrated service delivery system to engage, educate, and train over-age and under-credited youth for in-demand occupations. Transformative YouthBuild provides an evidence-based solution for reengagement, education, case management, workforce development and training.<sup>26</sup>

School-aged, out-of-school youth or students needing an alternative education placement will be able to access initial services via the Newark Reengagement and Restorative Center (in partnership with Newark Public Schools). Students of eligible age will be able to attend the YBN-affiliated NPS Transfer School, UPLIFT Academy, and NJ's first alternative charter high school,

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<sup>26</sup>Miller, Millenky, Schwartz, Goble & Stein. (2016). *Building a Future: Interim Impact Findings from the YouthBuild Evaluation*. MDRC: Retrieved September 1, 2017 from [https://www.mdrc.org/sites/default/files/YouthBuild\\_Interim\\_Report\\_2016\\_FR.pdf](https://www.mdrc.org/sites/default/files/YouthBuild_Interim_Report_2016_FR.pdf)

LEAD Charter School. For those young people who have aged out of the public education system but have not obtained a high school diploma or HSE, or those for whom traditional or alternative schooling are not viable options, Newark's Opportunity Youth Network – comprised of five community-based organizations including *Leaders for Life* – will provide GED/HSE programs, workforce development, and career and technical education leading to industry-recognized credentials. These options include case management services which begin with a series of diagnostics to determine academic and nonacademic performance, and an individualized plan to address challenges. Also included are leadership development opportunities, and service learning activities. With support and technical assistance from YBN, SWCAPN will help South Ward CBO, *Leaders for Life* expand its HSE and workforce training programs, create and implement individual development plans, and post-program transitional services.

#### Strategy 4 – College Supports

##### **Solution #1: Increase Slots and Access to Existing College Preparatory Programs.**

Rutgers University will add 40 slots for SWCAPN youth to attend their Newark College Institute (NCI). NCI provides paid summer internships and other supports for Newark college students attending four-year colleges and universities. The NCI program commences with the Newark College Freshman Institute providing a bridge program for rising freshmen before they enter college. Toward the end of their college experience, students participate in the Newark College Senior Institute, which helps college seniors transition to post-graduate students and/or entering the workforce. SWCAPN school partners include charter networks with college prep programs, and include North Star Academy (affiliated with Uncommon Schools) and Greater Oaks Legacy Charter School. North Star has a 100% graduation rate and Greater Oaks Legacy graduated its first cohort of high school seniors spring of 2017. Lastly, SWCA will collaborate with existing College

Success Centers to build the *Road to College Graduation* program described above. The program design is based on evidence-based practices from the What Works Clearing House and promising practices from the Harlem Children's Zone that have helped young people matriculate, improve academic performance and graduate.

Building upon Strategy 3, and our effort to serve all South Ward high school students – no matter the type of public school they attend, our college to career pipeline builds upon existing charter school pre-college and citywide programs. Our partners in this strategy include Rutgers University's Newark College Institute, and SWCA's *Road to College Graduation* program in collaboration with *College Success Centers*, Greater Oaks Newark Legacy and North Star High schools. SWCA's *Road to College* program (introduced in the high school strategy above), will provide opportunities for young people, and engage and support their parents through transition. While in college, students will receive ongoing mentoring and case management services using exemplars from on HCZ's College Success Office. It is our belief that the sum of these interventions and practices will produce a significant boost in college completion and success. Alongside the academics and mechanics of applying for and graduating from college, it is critically important to impact the belief system of students of color and first-generation college students.

**Solution #2: Support opportunity youth in obtaining GEDs/HSEs and/or Other Industry Certifications.** This solution is identical to that described in the high school strategy above.

### Strategy 5 – Family and Community Supports

The family and community supports described herein, are embedded in the continuum of services to children as they provide critical supports to impact student mobility, social and emotional health, and chronic absenteeism.

**Solution #1: Stabilizing Families and Community.** SWCAPN help stabilize families and reduce the mobility rates which impact both student learning and schools' ability to teach efficiently and effectively. To address this, SWCAPN includes legal assistance, financial empowerment and housing counseling from multiple partners. In addition, all of the resources below will rotate staff, workshops and other resources throughout locations in the Upper Clinton Hill and Dayton neighborhoods, such as at the Newark Housing Authority's new recreation center, schools or early childhood centers, to ensure access and outreach to all residents.

In the area of housing and financial literacy, the United Way's Financial Empowerment Center and the Family HUB's addition of a part-time certified housing counselor and existing local partners, can provide one-on-one coaching; conduct monthly housing workshops on purchasing and renting; and develop and maintain relationships with developers and housing entities in order to be aware of upcoming opportunities. To provide help with financial services, the *United Way Financial Empowerment Center* will be located at BRICK Peshine to connect families and individuals with the tools and services that help reach both short-term and long-term financial goals. Families will also be connected to our expanded Volunteer Income Tax Assistance (VITA) program, a federally and privately funded free income tax preparation assistance program implemented by SWCA's Family HUB, United Way and site partners. In 2016, SWCA and United Way launched three VITA sites at BRICK Peshine, BRICK Avon, and Great Oaks Legacy. To date we have served over 500+ participants and helped our clients to obtain nearly \$1,000,000 in returns.

In addition, legal issues often impact family finances, housing, or other destabilizing events. Therefore, *Volunteer Lawyers for Justice* a Newark-based legal services organization which provides help with civil legal matters, will add a lawyer specifically to conduct outreach. VLJ

already provides education, counseling, advice and direct legal services to one out of three New Jersey residents living at or below poverty who face a civil legal problem each year. VLJ will designate a specific staff attorney who will dedicate her time working on programming and legal representation for South Ward families starting with Upper Clinton Hill and Dayton. VLJ will work with South Ward partner organizations to develop referral procedures so that they have are able to connect families with legal assistance quickly. VLJ will conduct legal screening to determine what, if any, legal needs are present and provide assistance accordingly. VLJ will also conduct regular seminars, workshops and intake clinics to ensure that the community members are well-informed of their legal rights and the services that are available to them.

Finally, the Family HUB's Family Coaches provide case management services to families in crisis related to housing, income insecurity and benefits and health. The Family HUB was launched two years ago by SWCA in response to school principals request for a resource for their most in crisis families. The HUB receives referrals from residents, schools, early childhood centers and other partners and either directly connects families with needed resources or with other organizations who can assist them.

*Timing:* Each of these set of services and supports involve scaling up existing programs and therefore, the partner organizations can implement them starting in Year 1 and continuing through Year 5.

**Solution #2: Support Families in our Family Success Center.** NJ's Department of Children and Families funds a statewide network of Family Success Centers as "one-stop" shops designed to provide wrap-around resources and supports for families before they find themselves in crisis. Family Success Centers offer primary and secondary child abuse prevention services to families and bring together concerned community residents, leaders, and community agencies to

address the problems that threaten the safety and stability of families and the community. SWCAPN will bring its suite of family and community supports to the Family Success Center in the South Ward. Family Success Centers will provide supportive services to children and their families, including but not limited to service referrals, programs and activities on-site.

**Solution #3: Make Internet Access and Technology More Accessible to Students.** While nearly all children and youth have access to some form of internet-accessible device at home, not all have access to the internet. Newark Mayor's Office of IT will help us purchase wireless hotspots at a discounted rate of \$100/hotspot. These hotspots will come with three years of free data at 3GB/month. SWCAPN will use the opportunity for greater access to Internet technology to encourage reading among participating families. To support this effort, Audible has donated hundreds of computers to students throughout SWCAPN.

Lastly, while we have not determined the **development and implementation of a policy platform** to be a solution under any of the aforementioned strategies, it is a resource we will employ as a key lever for advancing change. Members of SWCAPN's Policy and Systems Committee already lead multiple efforts to change policies, environments and organizations impacting children in SWCAPN and will be highly effective partners in ensuring that policy changes are made and positively affect our youth. The Policy and Systems Committee will continue to build on these efforts, ensuring a feedback loop between direct service providers, community members, and policy advocates that will positively impact children and youth in our PN. These organizational members include Advocates for Children of New Jersey (authors of the groundbreaking chronic absenteeism report), My Brother's Keeper Newark, Volunteer Lawyers



for Justice, Newark Thrives! and Newark Arts Education Roundtable. The committee will also include and/or gather feedback from the SWCAPN Advisory Board and community meetings.

The Policy and Systems Committee members will independently, *and without the use of Promise Neighborhood funds*, share policy recommendations, priorities and concerns with New Jersey's gubernatorial candidates and ultimately the new Governor (taking office in January 2018) as well as members of the NJ state legislature and local officials and agencies. In addition, through their organizations, policy partners will invite SWCAPN community and advisory board members to join them in advocacy efforts when appropriate. As expert advocates using their own organizational resources, they will employ multiple measures to impact policy changes such as written materials, forums and meetings with the relevant policymaking body (i.e. federal, state or local, legislature, gubernatorial/mayoral or agency).

We have already identified a number of policy obstacles that impede our goals. First, there is a lack of flexible dollars for individual schools despite the Newark Public Schools being one of the highest funded school systems in the state. As a result, principals have very little ability to import some of the best practices from charter schools in a sustainable fashion. Moreover, state law prohibits traditional public schools from spending resources to bus students to school unless they are two or more miles away. Combined with the low level of vehicle ownership identified in the Needs and Segmentation Analysis, this presents a real challenge for families of young students to get to school, impacting efforts to reduce chronic absenteeism. Also, SWCAPN schools cannot bill Medicaid for the provision of mental health services at schools, which reduces the ability of partners to financially sustain the level of services required in the long run. Through written



materials, we will report on our efforts to address these issues to the Promise Neighborhoods Institute and the US Department of Education.

In light of these and other concerns, our committee will consider supporting (*without the use of Promise Neighborhood funds for advocacy or lobbying*) the following: 1) development of a Newark-wide data system; 2) permanent allowable use of Medicaid dollars for currently unreimbursed services such as mental and physical health delivered at schools, including many that will be offered as part of the SWCAPN; 3) change in state law regarding busing to enable families of young children to access busing closer than two miles away; 4) changes in school discipline policy that result in reduced suspensions and other penalties (known at Station House Adjustment); 5) policy created for youth who come in contact with the police to provide and use alternative solutions to juvenile justice; and 6) support (with private funds) of the existing Senate Promise Neighborhood proposal and/or a line item in the New Jersey state budget for reorientation of existing dollars to sustain Promise Neighborhoods, modeled after similar successful legislation in Minnesota created as a result of advocacy by the Northside Achievement Zone.

No public funds will be expended on these efforts.

SWCAPN staff also will participate in **several communities of practice** advantage of opportunities to exchange best practices. Closest to home, we will continue to partner with the Newark Fairmount Promise Neighborhood. In addition, we have relationships with other NJ Promise Neighborhoods including Camden and Paterson. Next, we will participate in the Promise Neighborhood Institute and its various affinity groups and accept assistance and management support from the Center for the Study of Social Policy, a technical assistance provider for Promise Neighborhoods. If helpful, we will host visitors from other sites and participate in panels on topic

areas of our expertise. We will also seek out opportunities to participate in workshops offered by HCZ's Practitioners Institute.

No public funds will be expended on these efforts.

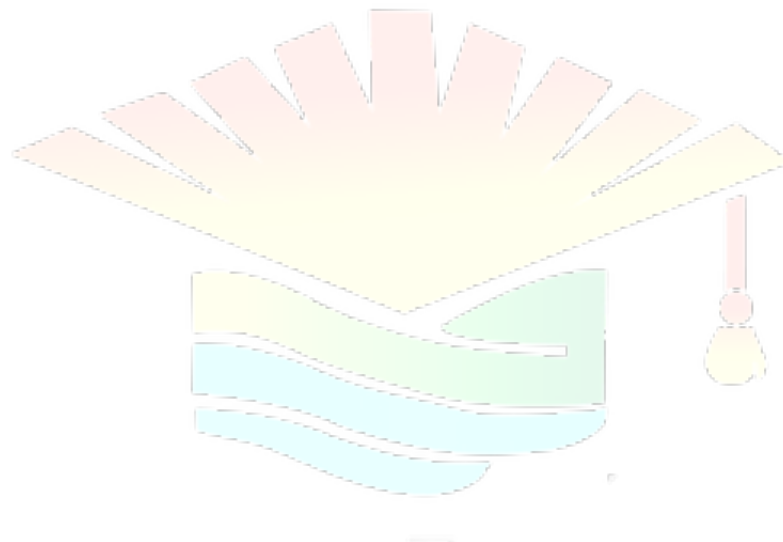
## **(B.2.) Extent of Evaluation Methods to Include Objective Performance Measures**

The aim of the SWCAPN is to establish a cross-systems collaboration to create a cradle-to-college and career continuum for children and families from South Ward communities. The ultimate goal is to ensure that all children from the South Ward succeed at each stage of their lives from birth to postsecondary education. A logic model of the SWCAPN is presented in Appendix G depicting the strategies, resources, activities and outputs, and the anticipated outcomes, including short- and long-term outcomes. These outcomes are aligned with the 2017 Government Performance and Results Act (GPRA) indicators. Those GPRA indicators are summarized below, followed by a description of the evaluation plan.

### ***(1) GPRA indicators***

The 2017 GPRA indicators, including those specified by the Office of Innovation and Improvement as well as additional project-relevant indicators identified by the SWCAPN, and data sources for the indicators are summarized in Table 1 (shown on pages 43-45). More information about data sources are discussed in detail in the Evaluation Methods section. Baseline data for the GPRA indicators will be collected during Year 1 and be used to set performance targets and benchmarks throughout the project period. Specifically, during Year 1 of the project, SWCAPN will initiate the identification of appropriate instrumentation to measure each indicator, coordinate with partners of the SWCAPN, and embark upon an integrated data collection and reporting effort. Once those Year 1 data are collected, SWCAPN will

collaborate with the evaluators to report baseline performance for each indicator, and use the most appropriate regression and/or resource-allocation based approaches to set performance targets for subsequent years of the project. Each partner will provide input into the setting methodologies to ensure feasibility of the performance targets and goals. Once these goals are set, the SWCAPN will create, manage, and distribute a dashboard to report annual and biannual results, according to the frequency with which each indicator is measured, for the purposes of progress monitoring and improvement.



**Table 1. GPRA (and Added) Indicators, Data Sources, and Frequency of Collection**

<b>Result</b>	<b>GPRA and Added Indicators*</b>	<b>Data Source (Frequency)</b>
1. Children enter kindergarten ready to succeed in school	1.1 Number and percent of children in kindergarten who demonstrate age-appropriate functioning	Newark Public Schools, South Ward schools, and partner school administrative data (annual)
2. Students are proficient in core academic subjects	2.1 Number and percent of students at or above grade level (state math assessments; Gr. 3-8, 11)	
	2.2 Number and percent of students at or above grade level (state ELA assessments; Gr. 3-8, 11)	
3. Student successfully transition from middle grades to high school	3.1 Attendance rate (ADA) (Gr. 6-9)	
	3.2 Chronic absenteeism rate (Gr. 6-9)	
	3.3 Chronic absenteeism rate (Gr. K-5)*	
4. Youth graduate from high school	4.1 Four-year adjusted cohort graduation rate	
	4.2 College prep program completion rate of students who participate*	
5. High school graduates obtain a postsecondary	5.1 Number and percent of SWCAPN students enrolled in a 2- or 4-year college or university	National Student Clearinghouse (annual);

Result	GPRA and Added Indicators*	Data Source (Frequency)
degree, certification, or credential	5.2 Number and percent of SWCAPN students who graduate from 2- or 4-year colleges, universities, and vocational schools	student college course record (annual)
	5.3 Number and percent of SWCAPN students enrolled in remedial education classes in freshman year*	
6. Students are healthy	6.1 Number and percent of children who consume 5+ daily servings fruits and vegetables	Student Climate Survey (annual)
	6.2 Number and percent of students in Gr. 9-12 reporting participation in at least 60 minutes of moderate or vigorous physical activity daily*	
	6.3 Number and percent of students who missed school during the last 3 months due to asthma, of students who have asthma*	Case Management data (annual)
7. Students feel safe at school and in their community	7.1 Number and percent of children who feel safe at school and traveling to and from school	Student Climate Survey (annual); student survey
8. Students live in stable communities	8.1 Student mobility rate	Neighborhood Survey (biannual); parent survey

Result	GPRA and Added Indicators*	Data Source (Frequency)
9. Families and community members support learning in PN schools	9.1 Number and percent of parents that read or encourage children to read 3+ times per week (birth-Gr.8)	(annual); student survey; Case Management data
	9.2 Number and percent of parents and family who talk about college and career (Gr. 9-12)	(annual)
	10.1 Number and percent of students with school and home access to Internet and computing device	
10.Students have access to 21st century learning tools		
11.Children have access to community-based resources*	11.1 Number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly-funded preschool*	Newark Public Schools, South Ward schools, and partner school administrative data (annual)
	11.2 Number and percent of children, from birth to kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health*	Neighborhood Survey (biannual); parent survey (annual); case management data (annual)

*Note.* Added indicators and one added result are marked with asterisks.

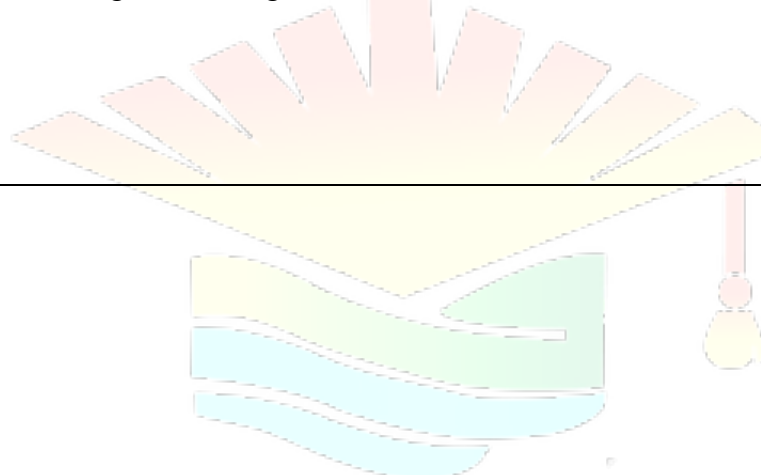
**Table 2. Alignment Evaluation Questions, Methods, and Data Analysis Plan**

Questions  (F = formative; S = summative; Outcomes: SO = short-term; IO = intermediate;  LO = long-term)	Project Records	Interviews	Focus Groups	Surveys	Extant Data	Data Analysis Plan
Evaluation of Systems and Partners Involved						
1. What systems and partners within the systems are involved in the initiative? (F)	x	x	x		x	Thematic and content analysis; descriptive analysis
2. How do the systems collaborate to support the common goal of the SWCAPN? What are the challenges and successes? (F)	x	x	x	x	x	
3. To what extent and in what ways has the SWCAPN changed the way services are delivered to children and families from the South Ward? What system policies, programs, processes, and use of resources have been changed to support implementation? (F)	x	x	x	x	x	
Evaluation of the SWCAPN Implementation						
4. To what extent and in what ways are the SWCAPN strategies and activities built upon five core conditions, including (1) common agenda, (2) continuous communication,	x	x	x			Thematic and content analysis



Questions <i>(F = formative; S = summative; Outcomes: SO = short-term; IO = intermediate; LO = long-term)</i>	Project Records	Interviews	Focus Groups	Surveys	Extant Data	Data Analysis Plan
(3) shared measurement system, (4) mutually reinforced activities, and (5) backbone function? (F)						
5. How are the SWCAPN strategies and activities implemented? To what extent are the strategies and activities implemented as planned (fidelity of implementation)? What are the challenges and successes? (F)	x	x	x	x		Thematic and content analysis; descriptive analysis
6. To what extent and in what ways is the SWCAPN evolving in response to progress or challenges in achieving outcomes? Why is it responding and adapting in specific way? (F)	x	x	x			Thematic and content analysis
7. To what extent is the SWCAPN sustainable beyond the life of the grant? What is needed to continue supporting the initiative's progress? (F)	x	x	x	x		Thematic and content analysis; descriptive analysis
<b>SWCAPN Impact</b>						
8. What are the impacts of the SWCAPN on student outcomes?			x	x	x	

Questions <i>(F = formative; S = summative; Outcomes: SO = short-term; IO = intermediate; LO = long-term)</i>	Project Records	Interviews	Focus Groups	Surveys	Extant Data	Data Analysis Plan
9. What are the impacts of the SWCAPN on parenting practices?			x	x	x	Descriptive; regression; HLM; latent growth curve modeling
10. Do treatment students demonstrate a higher rate of growth in academic outcomes as compared to comparisons?				x	x	



**Evaluation of systems and partners involved (Q1-3).** Evaluation of a collective impact initiative is complex because it involves evaluating many different systems that are brought together to support a common goal. Therefore, the evaluation will include an examination of how the initiative changes or shapes the ways the systems operate and how the partners and stakeholders within the systems behave and respond to the initiative (e.g., change their ways of doing business). Evaluators will conduct *case studies* to tell the story, and Q1-3 will be addressed in the case studies.

**Evaluation of the SWCAPN implementation (Q4-7).** A successful collaborative impact initiative is established upon five core conditions, including (1) common agenda, (2) continuous communication, (3) shared measurement system, (4) mutually reinforced activities, and (5) backbone function (Preskill, Parkhurst, & Juster, 2014). Hence, the evaluation of SWCAPN's implementation will first examine the extent to which these five core conditions are embedded in the initiative strategies and activities (Q4). Formative data collected about the five core conditions will provide valuable insight for the SWCA for programming purposes. Additionally, the focus of implementation evaluation is to understand the extent to which the project strategies and activities are implemented as planned (implementation fidelity); what the challenges are in terms of implementation; what the solutions are to address the challenges; and whether the project is sustainable beyond the life of the grant (Q5-7). All strategies and activities depicted in the logic model (see Appendix G) will be evaluated. To understand the fidelity of implementation, in particular, evaluators will assess four aspects of implementation fidelity: adherence, exposure, quality, and participant responsiveness on an annual basis (Century, Rudnick, & Freeman, 2010). Fidelity data will provide information on the strengths and weaknesses of implementation across

different strategies and activities across the implementation sites, which will help the SWCA to make data-driven decisions on program improvement.

**SWCAPN impact (Q8-10).** To understand the impact of the SWCAPN, evaluators will conduct a randomized control trial (RCT) study that meets the *What Works Clearinghouse Evidence Standards without Reservation*. Specifically, evaluators will randomly assign half of the K-8 schools within the South Ward communities into treatment during project Year 1. The other half of the K-8 schools will be assigned to the control group and will not receive any school-based interventions until project Year 4. Table 3 shows the treatment conditions across cohorts over time. Data collected from those cohorts shaded in gray will serve as comparisons. Overall, this study will allow evaluators to examine the extent to which the treatment and comparison students differ on (1) school readiness skills, (3) academic achievement, (4) student well-being (e.g., feel safe at school and traveling to and from school; level of physical activity), (5) attendance rate, (6) rate of transition to high-performing high schools, (7) high school graduation rate, (8) college enrollment rate, and (9) student mobility rate (Q8). Additionally, evaluators will examine the differences between the parents of treatment students and parents of comparisons to understand the impact on parenting practices, including the frequency of (1) reading to children, (2) encouraging children to read; and (3) talking to children about college. These analyses will be conducted annually (Q9). A comprehensive analysis including all data collected throughout the project years will be conducted in Year 5 to estimate the overall impact of the SWCAPN. Evaluators will collaborate with the national evaluators to finalize the impact study's design.

Lastly, evaluators will examine the extent to which the SWCAPN has an impact on students' academic trajectories over time (Q10). This analysis will be conducted with Cohort 1

students in K-4th grades, as well as students in Grades 3-5 who will have at least three years of state standardized assessment data within both the treatment and comparison schools. It is hypothesized that students who receive the school-level treatment will demonstrate a greater gain in standardized tests as compared to students who do not receive the treatment.

**Table 3. RCT Longitudinal Design and Cohorts by Treatment Status**

Cohort	Treatment Condition	Longitudinal Grade Level Progression				
		Year 1	Year 2	Year 3	Year 4	Year 5
Y1 Cohort	Treatment	K-8th	1st–9th	2nd–10th	3rd–11th	4th–12th
	Control	K-8th	1st–9th	2nd–10th	3rd–11th	4th–12th
Y2 Cohort	Treatment		K (new)	1st	2nd	3rd
	Control		K (new)	1st	2nd	3rd
Y3 Cohort	Treatment			K (new)	1st	2nd
	Control			K (new)	1st	2nd
Y4 Cohort	Treatment				K (new)	1st
	Control (become treatment)				K (new)	1st

*Note.* Students from the control schools will start receiving school-based interventions in Year 4. Student cohorts who will not receive any school-based interventions are shaded in gray.

In Year 5, the evaluation will focus on conducting the analysis and reporting; hence, evaluators will not use data from the Year 5 cohort for the RCT study. Yet, the SWCAPN will continue to serve students and collect data for GPRA reporting purposes.

**Data Collection Plan.** Mixed methods will be conducted to gather quantitative and qualitative information through multiple methods from multiple sources. A mixed-method design

allows evaluators to triangulate the data collected to provide a deeper understanding about the processes and mechanisms that contribute to the outcomes. This section presents the methods, instruments, and activities for data collection. The quality of the data management plan, case management, and longitudinal database are discussed in detailed in Section (D.2).

***Project records.*** Implementation data collected as a regular part of the project and maintained by project staff and service providers will be used as part of the evaluation. Reviews of project records will be an ongoing process throughout the project period.

***Interviews.*** The evaluation will include individual and/or group interviews, as appropriate, with project staff, representatives of system partners, and service providers conducted at the start and end of each project year. At least three staff from each implementation partner will be interviewed twice annually. At least 48 interviews of partner leadership direct line staff will be interviewed. The interview protocols will include a mix of structured and semi-structured questions depending on the individuals' roles, involvement, and experiences with the SWCAPN, and the protocols will be revised over time as the initiative matures.

***Focus groups.*** Evaluators will conduct one focus group at the start and completion of each project year (twice annually) for each SWCAPN implementation partner. Each group will be comprised of five staff members providing direct services within the SWCAPN. A second set of focus groups comprised of five individuals each, will be conducted twice annually with parents of children enrolled in PK programs, K-8 schools comprised and Malcolm X Shabazz High School. This is a total of 21 focus groups conducted twice annually. The purpose of the focus groups is to gather in-depth, qualitative information about stakeholders' experiences and engagement with various aspects of the program. Each focus group will last about 90 minutes and be held at a central

location (outside the institution, if possible) so that participants will feel secure in expressing themselves about all aspects of the program (Bell, 2001).

**Surveys.** Several surveys, each briefly discussed here, will be developed and administered to stakeholders throughout the life of the project. A *Partner Survey* will be administered annually to all partners and service providers to gather their perceptions and experiences with SWCAPN, and its perceived impact on the South Ward community. A *Teacher Survey* will be administered annually to all teachers within the treatment schools as well as teachers of the comparison schools in Years 4 and 5 to collect data on their perceptions and experiences with SWCAPN school-based intervention strategies, and their perceived impact on students. A *Parent Survey* will be administered to all parents of SWCAPN schools on an annual basis to gather data on GPRA measures as well as their experiences with SWCAPN services. Data for parents of young children (0-5 years old) will be collected through SWCAPN community-based programs. Parents will be asked different sets of questions depending on their children's age and grade level. For instance, parents with young children (0-5) will be asked to answer questions related to their parenting practices and experiences with child care and early education, and the questions will be drawn from the instruments developed by the Early Childhood Longitudinal Program—Birth Cohort (<https://nces.ed.gov/ecls/birth.asp>). Parents with school-age children will be asked to answer questions related to aspirations for their child's education, as well as practices and involvement in supporting their child's college and career readiness. *Student Surveys* will be developed for students from different grade levels to gather data related to the GRPA measures, their perceptions about the neighborhood, and their educational experiences. The surveys will only be administered to students in Grades 3-12. Lastly, the *Program Sustainability Assessment Tool (PSAT) v2*, developed by Washington University, will be used to assess the sustainability of the SWCAPN in



eight

key

areas:

(1) environmental support, (2) funding stability, (3) partnerships, (4) organizational capacity, (5) program evaluation, (6) program adaption, (7) communication, and (8) strategic planning. A validation study suggests that the subscales have excellent internal consistency ( $\alpha \geq 0.79$ ), and are related to important program and organizational characteristics (Luke, Calhoun, Robichaux, Elliott, & Moreland-Russell, 2014). Project staff and system partners will be invited to take the PSAT v2 in Years 4 and 5.

**Extant data.** Secondary data collected by the districts (e.g., School Climate Survey) and community partners (e.g., Neighborhood Survey) will be used as appropriate to get a better sense about the community and school climate. If individual-level school data are available from these surveys, the data will be used for GPRA analysis and questions collected through these surveys will be removed from the Parent and Student Surveys. School readiness data, measured by the Gold Kindergarten Assessment, are administered to all students from Pre-K to fourth grade within the state. Student achievement data, measured by the Partnership for Assessment of Readiness for College and Careers (PARCC), are available for students in Grades 3-11. These assessment data (i.e., individual-level data) will be provided to the evaluators for evaluative purposes. Lastly, evaluators will have access to all relevant data collected via MPOWR, the case management system of the SWCAPN. All extant data will be securely provided to the evaluation team in accordance with a data sharing agreement between the evaluators and SWCA.

**Data Analysis Plan.** Evaluators will employ the most appropriate analytic techniques to examine the proposed evaluation questions. A variety of *qualitative data* sources will be used to amass a body of contextual knowledge about the project from multiple stakeholders. These data will help ensure a comprehensive understanding about the SWCAPN from different perspectives.

Thematic analyses will be conducted to reveal emerging themes gleaned from interview and focus group data. Content analyses will be conducted when reviewing project records. Descriptive statistics (e.g., frequencies, percentages, means, standard deviations, or cross-tabulations) will be examined for any *quantitative data* collected. When examining the SWCAPN's impact on student outcomes, hierarchical linear modeling will be conducted to control for the nesting effect (teachers nested within schools, students nested within teachers), as needed. If there are no significant clustering effects (i.e.,  $ICC < 0.10$ ) (Raudenbush & Bryk, 2002), regression models will be conducted. When examining the SWCAPN's impact on parent outcomes, regression analyses will be conducted. Lastly, when examining the differences of academic trajectories between treatment and comparison students, latent growth curve modeling will be conducted to understand whether students demonstrate significant growth over time, and to what extent does the growth differ between the groups.

**Evaluation Reporting and Improvement.** Evaluators will produce annual progress reports summarizing the project's implementation progress and outcomes to date in Years 1-4. Case studies will be conducted annually between Years 2-5 to tell the stories of the collaborative efforts of the SWCAPN across systems and partners throughout the different stages of the grant. During all five years of the project, the evaluation team will be on-site to debrief the evaluation findings with SWCAPN staff. Then, the SWCAPN will use these reports and findings to continue its cycle of continuous improvement. Specifically, the SWCAPN team will initially share findings and impacts with individual partners as well as at all-partner, advisory board, and community meetings. As the data and contextual conversations illuminate areas that need improvement, the SWCAPN will revise either the implementation practices (i.e., additional training or supervision if implementation is not occurring with fidelity) or strategy (i.e., a change

in practice if the interventions are happening with fidelity but expected results are not being achieved). Repeating this cycle continuously will drive results for children and families, and create a culture of evaluation within the SWCAPN that will sustain these results.

A final evaluation report will be submitted by the end of the Year 5 focusing on the analysis of the impact study. Evaluators will also actively participate in the annual Promise Neighborhoods National Network Conference, collaborate with the national evaluator on all evaluation requirements, and collaborate with the SWCAPN to disseminate evaluation findings at national conferences.

### (B.3.) The Proposed Project is Supported by Strong Theory

In this section, we describe our planning process; Theory of Change, Theory of Action and Logic Model; provide our strategy to create a continuum of solutions and supports; deliver evidence in support of our plan (detailed in Section C and Appendix F); indicate how we will leverage existing neighborhood assets; and how partners will be held accountable using a system of objective performance measures.

Since its inception in 2014, SWCAPN partners have worked together to develop a theory of action (Appendix G: SWCAPN Logic Model) and a research-based theory of change (see Section (B.1), which was informed by the aforementioned SSIR collective impact framework, best practices as identified in the WWC and nationally recognized place-based initiatives (e.g., HZC), and our own lessons learned during our planning year and subsequent cross-sector collaborations. **SWCAPN Theory of Change.** Below, we define the problem, and provide the roadmap for change elicited during our planning process. We consider this an essential to the South Ward community's transformation effort- their own TOC by showing the relationships between outcomes, assumptions, strategies and results.

**The Problem:** Too few South Ward residents are healthy, attain a postsecondary degree, earn middle-income wages, and/or reside in safe and suitable housing.

**Audience:** SWCAPN will serve 6,057 children (and their families). Services begin as early as pregnancy, continue through PK-12 education, and remain in place during postsecondary education through career. Over time, the continuum of solutions will scale up to serve three groups of children: 1) children who live in and go to school in the SWCAPN; 2) children who live in the SWCAPN and attend school elsewhere; and 3) children who live outside the SWCAPN and attend school within the neighborhood.

Initially, we determined that the following **steps were needed for change to occur:**

1. Great schools from preschool to college, must be at the center of the SWCAPN pipeline.
2. SWCAPN partners must fill gaps in quality programming by integrating and layering new evidence-based resources within existing services. This will require technical assistance and professional development to help established programs raise quality where needed, ensure youth have access to state-of-the-art resources (including technology), and support the scaling of existing evidence-based solutions that increase the number of children and opportunity youth who obtain a high school or equivalent, a postsecondary degree, and/or career certification or credential.
3. Great schools must be preceded by programs that engage parents and caregivers in strengthening their children's developmental skills, and increase access to health providers to ensure children arrive at kindergarten ready to learn. Youth also need multiple pathways to success and schooling options must be varied for them to succeed.
4. Early childhood providers and schools need help to address the challenges of poverty. These agencies need partners with demonstrated success to provide services and supports that assist

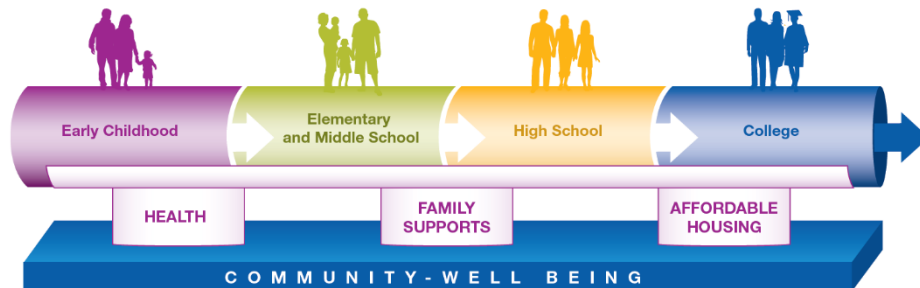
in stabilizing vulnerable families, and address the full social and emotional and health needs of children from birth-to-college-to-career.

5. We must build the capacity of South Ward agencies and organizations to ensure that they engage in effective practice; and implement evidence-based academic, social and emotional, case management, and health and wellness programs and/or services at every developmental stage of a child's life. Most importantly, our solutions must create a web of protective factors to counter adverse childhood experiences<sup>27</sup>.
6. SWCAPN must engage residents in developing and implementing strategies for public safety.
7. Families and caregivers need knowledge, support and community resources to help support their children's developmental growth and learning. Each child and family will want or need distinct types and levels of supports and services. To reach the maximum number of families possible, it is important for community resources also to be made available along a continuum of intensities (i.e., from workshop offerings to home visitations).
8. SWCAPN also must be prepared to advocate on behalf of children and families served to address challenges associated with the availability of accessible resources such as housing counseling, financial empowerment and/or legal assistance – all of which have proven to help vulnerable families stabilize.

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<sup>27</sup> <https://www.cdc.gov/violenceprevention/acestudy/index.html>

## CRADLE TO CAREER PIPELINE



**Vision:** The ultimate goal of SWCAPN is to drive results for children so that they can earn a postsecondary degree, certification or credential that enables them to become happy, productive and civic-minded adults. To accomplish this goal, we have obtained the best available evidence for solutions likely to yield the most impact. Our plan – outlined below – reflects the incredible potential for collective work and responsibility among SWCAPN and partner staff, parents, students, and residents. Together, we will change the trajectory of lives of children and families in the South Ward.

**Key Actions and Long-Term Outcomes:** To realize our vision, SWCAPN will employ a two-generation continuum of supports, programming and services focused on reducing the educational, health, employment and housing disparities that exist between South Ward residents and their counterparts across NJ. We believe our key actions to: enhance the quality of existing programs, services and supports; scale evidence-based practices; build a system and culture of accountability; bolster our backbone capacity to integrate and coordinate solutions, and use shared data to hold SWCAPN partners accountable for continual improvement; engage students and

families in all aspects of this effort; and ensure long-term sustainability by affecting policy change where needed.

**Key Actions and Short-Term Outcomes:** We have already assembled a group of local and nationally-affiliated implementation and strategic partners who commit to providing South Ward children and families evidence-based supports, and program and service offerings. Twenty-five local and nationally-affiliated implementation and strategic partners have signed onto our MOU.

## C. QUALITY OF PROJECT Services

### (C.1.) Quality and Sufficiency of SWCAPN Strategies for Efficacy Access and Treatment

SWCAPN presents a compelling case for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented. Specifically:

- SWCAPN population served is predominantly African American. Students attending SWCAPN implementation partner schools on average read at least one grade level behind. The percentage of students with disabilities in SWCAPN implementation partner schools is 14%.
- All programs, services and supports described in Section (B.1). and Appendix F of this document (except where a pilot is mentioned) are offered to all students and their families enrolled in SWCAPN implementation partner schools (totaling 6,057 children and adults).
- Family HUB staff will ensure families in crises are identified and that their needs are quickly addressed. HUB staff also will ensure that SWCAPN families, for whatever reason, are not impeded from participation/access to programs, services and supports.
- The Newark Street Team will reduce chronic absenteeism, and the likelihood of students and families being unable to access SWCAPN resources to due safety concerns.



- SWCAPN families will receive training to better advocate for and support their children's education and learning.
- SWCAPN schools are partnered with a variety of health and human service agencies each of whom participates in cross-network planning and implementation meetings. Data discussed during these meetings will ensure that all student and parent sub-groups are represented among programs, services and supports provided.

We believe the safeguards mentioned above, will help us creating strong, high-quality neighborhood schools capable of addressing decades of unequal access to education for all SWCAPN students. The SWCAPN-funded intensive academic supports described herein will advance NPS' current education reforms. These interventions also will address perceived and actual barriers to success at every point in the continuum, and across multiple domains (e.g., mental and physical health, parenting skills, school talent, etc.). In addition, SWCAPN will ensure seamless transitions, and strong articulation from one point in the continuum to the next.

#### (C.2.) Likelihood that SWCAPN Strategies Will Improve Achievement

Our overarching strategy for school improvement supports the district-level reforms recently adopted by NPS. This includes a school-based, child-centered solution to ensure students are physically and emotionally present and ready to learn; school restarts and turnaround approaches already in place among affected SWCAPN implementation partner schools; and a Community Schools approach to facilitate family engagement. Within this context of education reform, we provide robust evidence of the likelihood that the SWCAPN strategies and solutions described herein will likely lead to improved student achievement for implementation partner schools.

1. In the short-term a increase in the number and percent of Kindergarten students who demonstrate age-appropriate functioning as evident by the Gold Kindergarten Assessment.

2. Our elementary and middle school solutions are likely to increase the number and percent of children who read at or above grade level (*READ 180®*, SWCAPN implementation partner schools, increased Internet and technology access, Family College, Family HUB, etc.).
3. Our high school solutions are likely to increase the number and percent of students and parents/families who talk about college and careers (Leaders for Life, Rutgers College Collaborative, Road to College, etc.). The anticipated long-term impacts of the SWCAPN high school strategy likely will result in an increase in four-year adjusted cohort graduation rate (Talent/Teach For America, Leaders for Life, Family College, etc.), college prep program completion rates, and number and percent of students enrolled in postsecondary institutions (Rutgers College Collaborative, Road to College, etc.).
4. We anticipate a fewer number and percent of SWCAPN postsecondary students will require academic remediation upon enrollment (Rutgers College Collaborative, Road to College, etc.), and expect to see an increase in the number and percent of SWCAPN students who graduate from postsecondary universities.

### (C.3.) Quality of SWCA's Plan to Establish Formal and Informal Partnerships

SWCA's BRICK schools have had a long history of establishing formal and informal partnerships to support students and families. In fact, many of the partnerships established by SWCA were those acquired by BRICK schools (e.g., TFA, YBN, UBHC, etc.). Since the launch of SWCA in 2014, we have proactively engaged families, tenant associations, residents, school leaders and early childhood directors during our strategic planning process over the past year as we collectively designed the new vision for this neighborhood. We hosted 15 meetings with residents and key stakeholders to ensure that their voices were an integral part of our plan. This work has culminated in a diverse and comprehensive list of partnerships, that through this effort,

will support children and families from pregnancy through career. Furthermore, our capacity to establish and maintain partnerships is further bolstered by SWCA decision to recruit staff who reside in the South Ward or Newark.

As mentioned earlier, the founders of BRICK, and subsequently SWCA, are TFA alumni and have extensive experience working with a diverse group of public schools throughout the South Ward and City of Newark. This gives SWCA an advantage in leveraging neighborhood and city resources to serve and support families in crisis. Also mentioned earlier, in 2014 SWCA leadership partnered with district and chartered public schools in the South Ward. This unprecedented collaboration has revealed a common goal and vision among our school partners – that is, to ensure that every child, regardless of their life circumstance, has the supports s/he needs to succeed in college and career.

SWCA leadership has a strong working relationship with Newark’s State Superintendent of Schools, Chris Cerf. This was evident by Superintendent Cerf’s participation in SWCA leadership’s visit to the Northside Achievement Zone in Minneapolis, MN. SWCA/BRICK has partnered with NPS (the LEA) for the past seven years to turnaround two failing schools (BRICK Avon and BRICK Peshine). BRICK’s success has prompted elements of this turnaround model to be replicated in several other South Ward Schools. As a result, through an agreement with NPS, BRICK provides professional development and technical assistance to the South Ward Community Schools Initiative, a cohort of five schools. Strong relationships also exist between SWCA and city government. The Mayor’s Office, and the Municipal Council are supportive of our plan and goals for the South Ward. We have met with local and national elected officials staff from the offices of Congressman Payne Jr., Senator Menendez, and South Ward Councilman, John James. Local District Leader, Hassan Alston is a member of our Advisory Committee, and has participated in

planning discussions. SWCA has secured letters of support from Congressman Donald Payne Jr., Senator Menendez, South Ward Councilman, John James and others (see Appendix I). Public Agencies including Newark Department of Health and Community Wellness, Newark Public Schools, Mayor's Newark Community Street Teams program, and others have signed on as partners to our MOU (see Appendix C).

The strategic alliances mentioned above, and partners/resources listed in our Logic Model and Appendix F, provide convincing evidence of SWCAPN's capacity to establish and nurture partnerships on behalf of children and families served. During the planning that ensued post-needs assessment, SWCA ensured that each partner's existing vision, Theory of Change and Theory of Action, and current activities align with the mission, vision, goals and activities of SWCAPN. We believe these partner alignments – as evident by the MOU's found in Appendix C – will significantly contribute to the likelihood that SWCAPN will achieve our shared goals and objectives. The MOU also confirms that all partners commit to data sharing and reporting, participation in SWCAPN and U.S. Department of Education evaluations, and network-wide communications and collaboration. Specific details regarding each partner's contribution and commitment to the SWCAPN can be found in Appendix C.

Clear and transparent accountability is fundamental to SWCAPN outcomes. In addition to the evaluation methods provided in Section (B.2)., we will employ the solutions to hold ourselves and partners accountable:

- SWCAPN will develop and establish performance-based agreements with implementation partners. If a partner has not made progress on established indicators, the partner will execute a 90-day evidence-based action plan, designed in collaboration with the partner. If

actions are not undertaken, SWCAPN will modify or terminate any, and all, agreements.

If services are terminated, the SWCAPN will identify another partner to fulfill the solution.

- SWCAPN partners have agreed to participate in bi-annual community meetings during which performance results will be publicly reviewed and discussed.
- All implementation partners have agreed to share data with the understanding that data transparency helps to build trust within the community and among SWCAPN partners. This represents an authentic commitment to produce tangible results for children and families by all those involved. Data and performance conversations will follow an established continuous improvement cycle. Adopted by all partners, this improvement cycle will result in recommendations for better service delivery and performance.
- SWCAPN partners also understand that collected data will be reported to the U.S. Department of Education, with an option of making this information publicly available.
- Should the SWCAPN participate in any academic papers as a result of this work, we intend to employ a community-based participatory research process that engages relevant partners in the entire process as co-authors.

## **D. QUALITY OF THE MANAGEMENT PLAN**

### **(D.1.) Adequacy of Management Plan to Achieve SWCAPN Objectives**

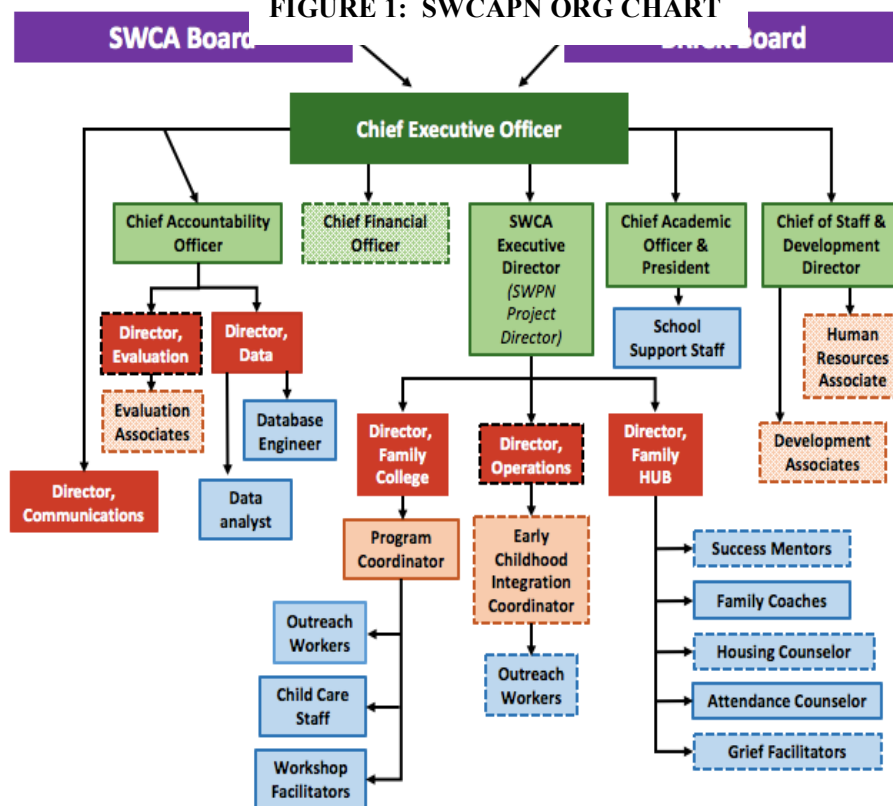
The adequacy of our management plan to achieve project objectives and established performance indicators is determined by the strength of our governing board, project management team, and project personnel (resumes found in Appendix B). SWCAPN also proposes to increase capacity among its partners by investing in human capital; ensuring the efficacy of programs, services, and supports provided South Ward children and families; increasing knowledge,

understanding and the practice of data collection, reporting and sharing; and improving cross-sector communications to ensure transparent and fair decision-making.

**Governance and Management Structure.** SWCA will serve as the *Lead Agency* and fiscal agent for the SWCAPN. In this capacity, SWCA will assume legal, fiscal and fiduciary responsibility for managing federal funds in accordance with federal regulations, policies and guidelines. SWCA and its board will have final decision-making authority. SWCA is governed by the SWCA Board of Directors. SWCA has established an Advisory, Partner, and Policy and Sustainability Committee (see Appendix B for resumes). The Advisory Committee will serve as the project’s “steering committee”, and will play an active role in PN decision-making. The Advisory Committee also will host two annual community meetings, open to the public, to share data, SWCAPN’s progress towards achieving established indicators and objectives, and to gather participant feedback to

ensure programs, services, and supports meet the needs of children and adults in the South Ward. The Partner Committee will provide input and counsel on key areas pertaining to data management; integration and

FIGURE 1: SWCAPN ORG CHART



Notes: a) SWCA and BRICK are affiliates that share the same board members but non-profit organizations with distinct boards; and b) Dashed boxes represent anticipated new hires.

coordination of programs, services and supports; policy and sustainability; and the work of the early childhood provider and K-12 school roundtables. The Policy and Sustainability Committee will provide forum for residents and practitioners to connect with advocates. All Committees will report to SWCA's Executive Director, who also serves as the SWCAPN Project Director. See right for an illustration of SWCAPN's governance and management structure.

**Quality of Project Management Team.** SWCA Executive Director, Barbara Dixon, will serve as the SWCAPN Project Manager. Ms. Dixon will be supported by SWCA senior leadership including Dominique Lee, Chief Executive Officer; Nichelle Holder, Chief of Staff/Development; Mindy Weidman, Chief Accountability Officer; Chris Perpich, President/Chief Academic Officer, BRICK Schools; and a Chief Financial Officer who is "to be hired." SWCAPN Project Management Team members have extensive experience in education, social services, nonprofit management and school administration, policy and systems change, data management, and accountability. Each brings collaborative working relationships with corporate partners, local district and chartered public schools, nonprofit organizations, local and state service partners, and/or postsecondary institutions.

**Quality of Key Project Personnel.** Our Project personnel have a tremendous capacity to deliver quality products and services. SWCA's current back office has a great deal of experience collecting, analyzing and using data to provide a cycle of continuous improvement from which to build additional capacity and apply lessons learned for success. SWCAPN will build management capacity in collecting, analyzing and using data in several ways. First, our evaluation partner, McREL will partner with Talbot Consulting to conduct a rigorous evaluation of the SWCAPN. Talbot Consulting will serve as a local liaison to conduct on-site data collection activities, facilitate quantitative data collection, and communicate with parents and community members regarding



the evaluation. Talbot Consulting will also provide ongoing training to build the SWCA's internal capacity in evaluation. Second, SWCAPN will purchase database, MPOWR – which is used by Promise Neighborhood, Northside Achievement Zone. Third, we will draw upon the knowledge and experience of Dr. Bettina Jean-Louis, Evaluation Director for HZC and a member of the SWCAPN Advisory Committee.

**Evaluation Team.** McREL will lead our evaluation effort. In this capacity, McREL will engage in continuous communication with the SWCA, conceptualize the evaluation framework, develop instrumentation, conduct data analyses, and reporting. In total, McREL and Talbot Consulting add 11 key staff members to this effort. McREL staff include Dr. Hsiang-Yeh Ho, managing evaluator, will direct McREL's evaluation responsibilities. Dr. Ho has been involved in large scale federally funded grants since 2011, including an evaluation of an i3 project entitled, System for Educator Effectiveness. Dr. Sheila Arens, Executive Director of Research and Evaluation, will contribute her 23 years of experience working with large federal grants to assist with the conceptualization of the evaluation framework, provide oversight for the evaluation activities, and conduct quality assurance for the deliverables. Dr. Shelby Danks and Ms. Susan Shelby, managing evaluators, will assist with evaluation framework conceptualization, instrumentation, data collection, data analysis and report writing. Ms. Ashli Knots, Ms. Sarah Gopalani, and Mr. Kevin Knoster, evaluation specialists, will assist with data collection, data analysis and report writing. Talbot Consulting staff include Leslie Talbot who brings 25-plus years of experience managing qualitative program evaluations, school site reviews, and reporting writing for local and state education agencies, single-site schools, and philanthropic organizations; Dr. Stephanie Rodriguez who brings qualitative and quantitative data collection experience to this effort; Tessa Flippin who

brings marketing and focus group experience to this project, and experienced production manager, Naliah Bryan, who will support the administration of surveys, interviews and focus groups.

**Evaluation Timeline.** As described in the evaluation plan (Section B.IV), evaluators will collect formative and summative data using qualitative (i.e., project artifacts, interviews, focus groups) and quantitative (i.e., surveys, extant data) methods on an annual basis to inform continuous program improvement. A detailed evaluation timeline will be developed and finalized with the SWCAPN team’s input during the first quarter of the project Year 1 to ensure the proposed the evaluation activities are aligned with the implementation timeline of the project.

#### (D.2.) Adequacy of Management Plan’s Provisions on Data Management

**Safeguarding Data.** SWCAPN will ensure adequate provisions are established and followed to collect, secure, analyze and use data. Each quarter, when partner information is stored in our longitudinal database (see below), SWCAPN participants will be assigned unique identifiers to limit the possibility of exposure. As an additional safeguard, data sharing agreements will restrict identifiable, individual-level data to a tightly controlled stream of “need to know” users at end service points, and carefully selected organizational administrators. Consent for the release of data by SWCAPN participants will be modeled after the Urban Institute Guidance Document.<sup>28</sup>

**Data Management System.** SWCAPN data will be collected and managed via MPOWR.<sup>29</sup> The system is designed around four PN required components including cradle to career, community impact, public safety, and population health. SWCA’s database engineer has already begun the process of partnering with MPOWR. SWCA’s database engineer also has had

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<sup>28</sup> <http://www.urban.org/research/publication/measuring-performance-guidance-document-promise-neighborhoods-collecting-data-and-reporting-results>

<sup>29</sup> <http://www.mpowr.com/>

preliminary conversations with MPOWR consultants regarding our efforts to build a longitudinal data system that integrates student-level data from multiple sources while abiding by privacy laws and requirements.

**Longitudinal Database.** We have learned that he will need to write a bridge code to secure file transfers as data is automatically transferred from partner sites into SWCAPN's longitudinal database. This data will include, but may not be limited to individual-level information collected from our case management system, and individual and sub-group data collected from NPS, and individual and summary-level data gathered from our partners. Data collected from the requisite systems will be downloaded quarterly to SWCAPN's longitudinal system. Once data is exported each quarter, a new field will be added to date and time stamp the download – an essential step to measuring (and evaluating) improvement over time. SWCA has a signed data sharing agreement with NPS that includes quarterly export of demographic information and attendance, academic, and behavioral data. This data from the neighborhood and schools, which is already represented in longitudinal format, will be housed in separate tables by metric and time. All case management and partner data will be combined in the longitudinal database to facilitate statistical analysis, program evaluation, and impact measurement. Partners will have access to de-identified individual-level data as will researchers and evaluators, via the data sharing agreements. Only aggregate data shared will be shared with the community-at large.

**Commitment to Work with USDOE and National Evaluator.** SWCAPN is committed and excited about working the US Department of Education and a national evaluator or other entity designated by the DOE to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the PN program and of the specific solutions and strategies pursued by SWCAPN. This includes, but is not limited to, ensuring through the MOU

in Appendix C that the national evaluator and DOE have access to relevant program and project data sources on a quarterly basis if requested; developing in consultation with the national evaluator an evaluation strategy including a credible comparison group; and developing in consultation with the national evaluator a plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group of non-participants.

## **E. Adequacy of Resources**

### **(E.1.) Extent Costs are Reasonable**

The SWCAPN is a collective impact strategy comprised of public and private partners who together are building a comprehensive, cradle-to-college-career pipeline to ensure academic and life success for 6,057 children and adults living in the South Ward of Newark, NJ (see attachment F for details regarding the number of children and adults to be served by each solution). Since launching, SWCA and BRICK have received several public and private grants, thereby demonstrating our capacity to design and implement a complex, multi-year financial and operating model as presented herein. Accordingly, SWCA is well-positioned to serve as the lead applicant for this initiative, and dedicates its full resources to ensuring its success.

We anticipate this PN initiative will yield a significant return on investment. BRICK schools have been implementing several of the proposed solutions found herein for the last three years, and have succeeded in improving academic and nonacademic outcomes for those children enrolled. In addition, SWCA's ongoing establishment of strong cross-sector partnerships has already resulted in greater access to quality education and supports for children and families residing in the South Ward. Furthermore, SWCA's theory of action is comprised of solutions with demonstrated evidence of success as detailed Attachment G. At a total annual cost of \$5,924,231.97, and \$978

per person served by the SWCAPN, project costs are reasonable in relations to the number of persons to be served and to the anticipated results and benefits to South Ward participants.

#### (E.2.) Adequate Resources and Demonstrated Commitment

SWCAPN's Sustainability Plan includes a multi-year financial and operating model and accompanying plan (see Appendix J) to evidence our collective commitment to operate beyond the length of the project. Twenty-five partners comprise the proposed SWCAPN; all of whom have dedicated in-kind support (including human capital), and 20 of whom have pledged a 100% match of to this initiative. In fact, SWCAPN partners already have engaged strategic planning and piloted some of the proposed activities since 2014. As mentioned throughout this document, and found in Appendix F, SWCAPN partners represent a diverse array of local education agency officials, community-based and philanthropic organizations, school leadership, higher education institutions, health and human service agencies, and local government.

- Each has joined SWCAPN and signed our MOU. Key federal and local elected officials provided letters of support including Senator Booker, Senator Menéndez and Congressman Payne (see Appendix J).
- As part of our MOU, all partners affirmed that regardless of grant funding, we all share a commitment to the vision, mission and strategic plan we have collectively outlined and intend to continue collaborating to create a cradle to college and career continuum.
- NPS State Superintendent of Schools, Chris Cerf supports the efforts outlined herein.
- Matching funds documentation of which private funders constitute 53% of our match.
- Commitment letters received from key stakeholders (see Appendix I).
- South Ward district and chartered public schools have joined the SWCAPN and participate regularly in our School Roundtables.

We believe this extraordinary level of commitment will ensure success and sustainability. Matching funds have been garnered from federal, state and local public agencies; and SWCAPN partners' private philanthropic funders. At least 10% of these matching funds are cash. Together, these in-kind supports and matching funds are adequate to support the proposed continuum of solutions.

### (E.3.) Existing Neighborhood Assets

SWCAPN partners include neighborhood assets and programs supported by federal, state, local, and private funds that will be used to implement pipeline services. SWCA and its partners will create a 10-year fund development plan to encompass federal, state and local funds; public and private foundation grants; special events; and individual donations to ensure the solutions presented herein continue. SWCAPN partners have already begun to align their program goals, objectives, and fundraising to the activities to be undertaken by this initiative to leverage existing and future funding streams. This SWCAPN initiative is wholeheartedly supported by Mayor Ras Baraka and the City of Newark, the Newark Public Schools, and long-standing community-based organizations. Above all, we have obtained buy-in and engagement from South Ward residents. Nevertheless, crucial to our sustainability is this five-year opportunity to build cross-sector capacity; establish cross-sector systems to support children and families; and to collect, share and use data to increase efficiencies and effectiveness of neighborhood resources.

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